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MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION

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STREET SMART

New Teacher Of The Year Reaches Out To Homeless Kids

see page 20

PRESIDENT'S VIEWPOINT

A National Certificate

Six years ago, we started talking about a national teaching certificate. A new board, The National Board for Professional Teaching Standards, was charged with developing the concept and making it a reality.

The Board's mission is nearly accomplished—we're not far from seeing the first teachers become nationally certified.

Beginning this fall, English and language arts teachers, as well as generalist teachers of students ages 11 to 15, can start the assessment process that will lead to Board certification probably next year.

The National Board predicts that certification for all fields will be finalized by 1998.

Early reports from those who've participated in the field testing of the assessments are encouraging.

In fact, those who've been tested to see if their teaching measures up to the high professional standards identified by the National Board tell us the experience was one of the best professional development experiences of their careers.

Jon-Paul Roden, an Early Adolescence/Generalist candidate and a computer teacher at the Vernon Center Middle School in Connecticut, helped field test the generalist assessment. He gives the methods and content high marks.

NEA President
Keith Geiger

"Without a doubt," says Jon-Paul, "this has been one of the most intensive formal projects that I have undertaken since graduate school."

"The process was rigorous and demanded careful analysis and reflection about our teaching practices," says Mary Buss, an eighth-grade Language Arts/Reading teacher and NEA member at Bookcliff Middle School in Grand Junction, Colorado. "We have learned so much."

These comments give us every reason to believe that the assessment process for *all* disciplines and grade levels will be equally rigorous—and equally rewarding.

The enthusiasm these early participants are exhibiting reinforces the enthusiasm I've felt about this program from the beginning. Just imagine—a national board—with a teacher majority—approving standards for teachers written by teachers!

The concept and the impending implementation of the national teaching certificate program are truly innovative—and truly positive—developments for the teaching profession.

We finally have our chance to be accorded the professionalism that doctors, lawyers, and architects have enjoyed for years.

National certification, many believe, will help teachers achieve greater respect from local communities, even self-respect.

Maybe we'll reach the day when we never again have to hear a colleague say, "I'm just a teacher."

But if we are to make the most of the wonderful opportunity the new national teaching certificate program offers, we must make Board certification part of the Association's agenda at all levels.

Within the Association, the time has come for NEA members to discuss the issue of Board certification at summer leadership conferences and in professional development and bargaining committees.

We should start thinking about draft language that can be bargained into contracts to support teachers who want to apply for Board certification.

We might, for instance, want to consider bargaining subsidies for the certification fee, alternative scheduling to accommodate participation in certification, reimbursement for travel costs to assessment sites, role differentiation for Board certified teachers, and mentoring programs for certification candidates.

In communities throughout the nation, we need to collaborate with parents, education support employees, administrators, business leaders, and others to determine how their school district will recognize Board certification and how the profession can support certification candidates.

The national certificate field test provides proof that the process is truly professionally rewarding.

What needs to happen now throughout the Association is a careful consideration of how high professional standards and National Board Certification can enrich the profession of teaching for years to come.

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4 It Takes Two ...

...to handle many of today's diverse classrooms. Increasingly, teachers and classroom aides team up to provide equity and excellence. Find out how good teams develop true partnerships—and how true partnerships benefit kids.

9 Riley's Power Play

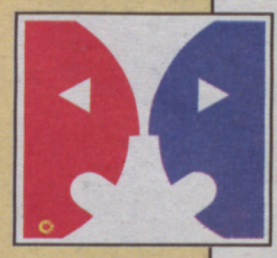
You may not have read much about Education Secretary Richard Riley, but that doesn't mean he isn't making news. Quietly, effectively, Riley helped pass Goals 2000, and—uncharacteristically—he wants to tell you all about it.

10 Hire Your Own Boss?

Why not? Utah principal Jack Robinson (right) was hired by a team of teachers and parents and other school employees who've even picked their own superintendent. Find out what NEA members in Iowa and Utah looked for—and what they got.

35 Has Integration Failed?

Yes, says an Illinois teacher: Despite the 40 years since *Brown v. Board of Education*, most minority students are denied a quality education. No, argues a Kentucky teacher: We're making progress toward an equal opportunity society, and we can't give up now.



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NATIONAL NEWS

GOALS 2000

Is this the most important federal education legislation in a generation?

On March 31, at a public elementary school in San Diego, President Clinton signed the Goals 2000: Educate America Act, establishing for the first time in history a national mission statement for America's schools.

Education Secretary Richard Riley calls Goals 2000 "a guiding North Star," the *Washington Post* calls it a "Federal blueprint," and *USA Today* calls it simply "rules for better schools."

What's Goals 2000 all about?

It's about voluntary national standards for student achievement in core subjects.

It's about new and more meaningful ways to measure student achievement.

And it's about providing the resources needed to ensure that all students have the opportunity to learn.

In a nutshell, Goals 2000 is about establishing a national role in defining quality education.

Associated Press

President Clinton signs the Goals 2000: Educate America Act into law at the Zamorano Fine Arts Academy in San Diego. Looking on are, from left: Rep. Lynn Scherb (D-CA), Secretary of Education Richard Riley, First Lady Hillary Clinton, school principal Jeannine Steeg, and Rep. Bob Filner (D-CA).

"That's a first— and it's welcome," says NEA President Keith Geiger. "For the first time in a long time, we have a President who recognizes that the federal government has a role to play in helping schools achieve quality education for each and every student."

Specifically, Goals 2000 formalizes the national goals adopted in 1989 by all 50 of the nation's governors—Congress added goals four and eight (see box).

Goals 2000 also calls for the development of voluntary national standards in math, science, history, geography, foreign languages, and the arts—and new student performance assessments linked to those standards.

Despite the new national role, Goals 2000 specifies that most of the action take place on the state and local levels. Starting July 1, $105 million will be distributed to states to help finance model projects. More money is expected in future years.

"I know," said President Clinton at the Goals 2000 signing ceremony, "that learning does not occur in Washington, D.C.; it does not occur in [state capitols]; or even at the local school board office. The magic of education occurs in classrooms, supported by whatever happens in the home."

Goals 2000, he continued, will establish "world-class standards implemented with grassroots reforms."

While Goals 2000 is no small accomplishment, it's only one piece of what makes this year, according to NEA lobbyist Dale Lestina, "the most important year for education legislation since Lyndon Johnson."

A second major legislative effort now wending its way through Congress is the reauthorization of the Elementary and Secondary Education Act (ESEA)—the key legislation funding most existing federal elementary and secondary education programs.

At the end of March, by a vote of 289 to 128, the House of Representatives passed its $12.7 billion version of ESEA, H.R. 6.

The House bill proposes several key changes in policy, including:

➤ More funding for Chapter 1, the program aiding disadvantaged children. States would be able to use the money not just for remedial education but to help all students reach high standards. And new money would be targeted to districts with 75 percent or more of their students living in poverty.

➤ More money for professional development grants for teachers in all core subjects, not just in math and science.

➤ A proposal by Rep. Sam Johnson (R-TX) to grant money only to schools that allow "constitutionally-permitted" school prayer.

Given the lack of a clear definition of "constitutionally-permissible," NEA's Lestina calls this proposal "a full employment clause for lawyers."

The ESEA reauthorization now moves to the Senate and is expected to pass sometime this summer.

You can help influence the final bill by urging your Senators to back the improvements passed by the House and oppose efforts to breach the line between church and state or to channel public dollars to private schools.

You can send your letters via NEA Online, (see page 30 for more information) or address mail to the U.S. Senate, Washington, DC 20510.

—Stefanie Weiss

An in-depth interview with Education Secretary Richard Riley provides more insight into this Administration's education priorities. See page 9.

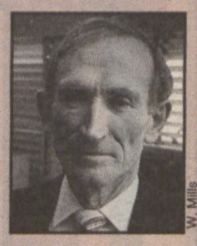
The National Education Goals

The Goals 2000: Educate America Act includes these eight goals to be achieved by, no surprise, the year 2000.

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter..., and [all students will be] prepared for responsible citizenship, further learning, and productive employment....
4. The nation's teaching force will have access to programs for the continued improvement of their professional skills....
5. United States students will be the first in the world in mathematics and science achievement.
6. Every adult American will be literate.
7. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.
8. Every school and home will engage in partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

HEROES & ZEROES

A Gift-That-Keeps-Giving Award to Dan McComb, a Maryland chemistry teacher who's pledged $50,000 to the Holocaust Memorial Museum. Using his salary from a second job, McComb will give the museum $5,000 a year for 10 years as his "contribution to humanity." It seems McComb, not himself Jewish, was so deeply moved by a visit to a German concentration camp in 1959 that he felt he had to do something. "It's my legacy to the world," he said.


W. Mills

A Pandora's Box Award to the state of Massachusetts for giving three public school charters to Chris Whittle's for-profit Edison Project. Beginning in the fall of 1995, Whittle's company will receive taxpayer dollars to manage the three schools. Savvy observers say Whittle hopes to pump additional dollars into a few showcase schools, sell the concept to other school districts, then—when the public attention dies down—cut as many corners as possible to make a profit.

A Guts-and-Glory Award to Adele Jones, the Delaware algebra teacher who was fired last year for refusing to give in to pressure to inflate grades. With help from the Delaware State Education Association, Jones pushed for a fair hearing. Capturing national media attention, she spoke eloquently about the need for high standards and tough consequences for those who don't try to meet them. In late March, Jones was reinstated with back pay. Score one for the good guys.

The Everything-You-Need-To-Know-About-Subcontracting-But-Choose-To-Overlook Award goes to Indianapolis Superintendent Shirl E. Gilbert II. In the past year, a privately employed bus driver left a 5-year-old on the bus alone for an hour. Another left a 7-year-old alone on a bus overnight. A third asked elementary school kids for money, then made a quick stop at a liquor store. Still, Gilbert recently recommended that the school board renew the private companies' contracts—and pay them an additional $1.2 million to boot. Where's the accountability in this scheme?

A Tireless Advocate Award goes to University of Minnesota staffer Ken Foxworth, who ran 154 miles from St. Paul to Duluth—in March, no less—to raise money for minority scholarships and to show that completing an education isn't easy. With $56,000 in the bank, we concede: point well made.

IN THE CLASSROOM

IT TAKES TWO

Teacher assistants aren't simply nice-to-have extras. Increasingly, they're indispensable.

Gary Emeigh

It takes Michele McClay and two aides to reach and care for special education students in McClay's fourth grade class.

In Emily Myers-Rice's integrated intermediate special education classroom in Mesa, Arizona, instructional aide Toni Atchison is tutoring five students in spelling. Myers-Rice is working on the other side of the room.

The children make up sentences using their spelling words and write them on the board with Atchison's assistance. She has them copy the sentences and then add to them to make up a story of their own. Since Atchison has been giving these daily lessons, students' spelling scores have risen dramatically—some up 50 to 60 percent.

"If it weren't for Toni, these kids wouldn't get the individualized attention they need," says Myers-Rice. "I simply wouldn't have time to work with them one-on-one, and their spelling wouldn't improve. In fact, their grades in a lot of areas would suffer."

The same refrain is heard in classrooms across the country: "I couldn't have done it without an instructional aide." Aides have become, in a word, indispensable.

"In the nearly 40 years since instructional aides were introduced, the role of teachers has evolved dramatically. They've become front-line managers of diverse places of learning," says Anna Lou Pickett, director of the National Resource Center for Paraprofessionals in Education and Related Services.

Pickett says that individualized learning is crucial to reach medically fragile students with a full range of physically challenging conditions, bilingual students whose English proficiencies vary radically, kids from economically disadvantaged backgrounds, and kids in Chapter I classrooms who require varying amounts of compensatory instruction. Even in classrooms that aren't so diverse, assistants can reduce the adult to student ratio, which benefits all kids.

Pickett's best estimates place the number of paraprofessionals in the nation's schools at more than 350,000. Of those, approximately half are working in special education and some 65,000 are working in Chapter I programs. Beyond that, you'll find paraprofessionals employed as translators, library aides, computer experts, and assistants who work to involve parents.

What makes the teamwork work?

It's Wednesday morning in Michele McClay's fourth grade classroom at the Colwyk Elementary School in New Castle, Delaware. The day begins with a series of questions.

"How is everybody today?"

"Who can tell me what month it is?"

"What day is it today?"

Responses come in a variety of forms. Four of the eight orthopedically challenged children are non-verbal. Another child has Down's syndrome. McClay studies faces for answers. For the silent students, eyes up means yes; shaking head from side to side means no. McClay's eye contact is unrelenting, her feedback immediate and direct. "Good girl." "Very nice." "Nice job." "That was much better."

Paraprofessional Barbara Morris sits with two verbal kids with cerebral palsy in the back of the room and points to a list of words. "Let's put these in alphabetical order," she directs. Does the word "king" come before "kite?" "That's right," she responds. "You've got the right idea."

Meanwhile, another instructional aide, Martha Eldreth, is weaving among students on a rolling stool. She holds a clipboard, studies each child, and records whether he or she is on task or requires a verbal prompt. It's part of a study on applied behavior that McClay's class is piloting for the school district.

IN THE CLASSROOM

Richard Nowitz

America's increasingly diverse classrooms require the special help of aides fluent in languages other than English.

"It takes a strong teacher and a secure aide to get all parties involved to feel they're there to achieve the same goal," says Barbara Morris, a special education aide at Delaware's Colwyk Elementary. "It works best when we get to feel that we're working together as equal partners. I'm lucky—I have the respect of the teacher, and she makes little distinction as to whose duties are whose, whether it's changing diapers or delivering a lesson."

The teamwork between some aides and teachers is so close that the team members sometimes think of themselves as inseparable.

"I call my two aides my right and left arms," says Colwyk special ed instructor Michele McClay. "We work together so well they know when to step in and help and when to lay back."

"I serve as another set of eyes and ears for the teacher," says Bainbridge Island, Washington aide Marie Evans. "I can get to the kids the teacher can't get to, so I double her reach."

As in any good relationship, effective teacher-aide teams make use of both individuals' talents. "Toni and I complement each other perfectly," says Mesa's Myers-Rice. "I'm aggressive and outspoken. Her personality is very quiet and calming. The students have the benefit of both our personalities."

Bilingual classrooms offer a prime example of the way aides complement teachers. At the Kennedy School in Redwood City, California, sixth-grade teacher Connie Allen speaks a little Spanish, but she's not bilingual like her two aides Yolanda Padilla and Carmen Murillo.

"I really value the fact that both aides can relate to my students culturally and linguistically. I view the relationship as a partnership," notes Allen.

"Things are very equal between Connie and me," Padilla says. "I respect her and she respects me. There are no power struggles—we're a team. If I can't do it, she can. If she can't do it, I can."

Padilla says that Allen takes the lead in presenting new information to the class. But when Padilla takes the kids out of the classroom to work on reading, she's in control.

There are, of course, limits to paraprofessionals' involvement that are spelled out in policies and contracts. Special education aide Barbara Morris, who's on the negotiating team for the Colonial Education Support Personnel Association in Delaware, cites contract language protecting the rights of the paraprofessional. In the Colonial school district, for example, the paraprofessional can't instruct for more than an hour twice a month without a teacher in the classroom.

"We also make the distinction that the paraprofessional should not introduce new concepts when she instructs," Morris notes. "So when students are learning new math concepts, Michele introduces it for the first time and I reinforce the concepts later."

Despite the need teachers cite for classroom aides, many school districts around the nation are bowing to budget pressure by cutting back the number of instructional aides. Due to budget cutbacks in Espanola, New Mexico, aides who've left have not been replaced. As a result, aide Kathy Silva is spread so thin she works with five different teachers.

Redwood City's Padilla has been an aide for 17 years, but recent budget cutbacks have restricted her classroom time to only two hours a day. Padilla, who's president of the California Classified Employees Association, works in the office the remainder of the day.

Still, many school districts lack the clear appreciation for the instructional aide that teachers have demonstrated, and they show it by what they pay classroom aides. In an informal survey of paraprofessionals NEA conducted a few years ago, 73 percent of those responding cited low wages as their number one concern.

Concludes the NRC's Pickett: "One of the most important, but under-recognized and under-appreciated human resources available to teachers is the paraprofessional work force."

—Victoria Lytle

McClay, Morris, and Eldreth share tasks like lifting kids in and out of wheelchairs, changing diapers, or feeding—tasks that clearly are more than one person could handle.

Despite the severity of the kids' handicaps, McClay considers herself lucky to have two caring aides.

"Barbara and Martha are great, we get along well, and we all have the attitude that these kids can learn and they will learn. If I had an aide who couldn't tolerate a kid's drooling or didn't believe these kids could learn, it wouldn't be a good team. But both Barbara and Martha have the right attitude and a love for these kids. I couldn't run the classroom without them."

The sixth grade students in Connie Allen's class at the Kennedy School in Redwood City, California are studying Egypt.

"I would like you to draw a scene for me representing either Egyptian culture or life in Redwood City today," directs Allen. "You can work either individually or with your group."

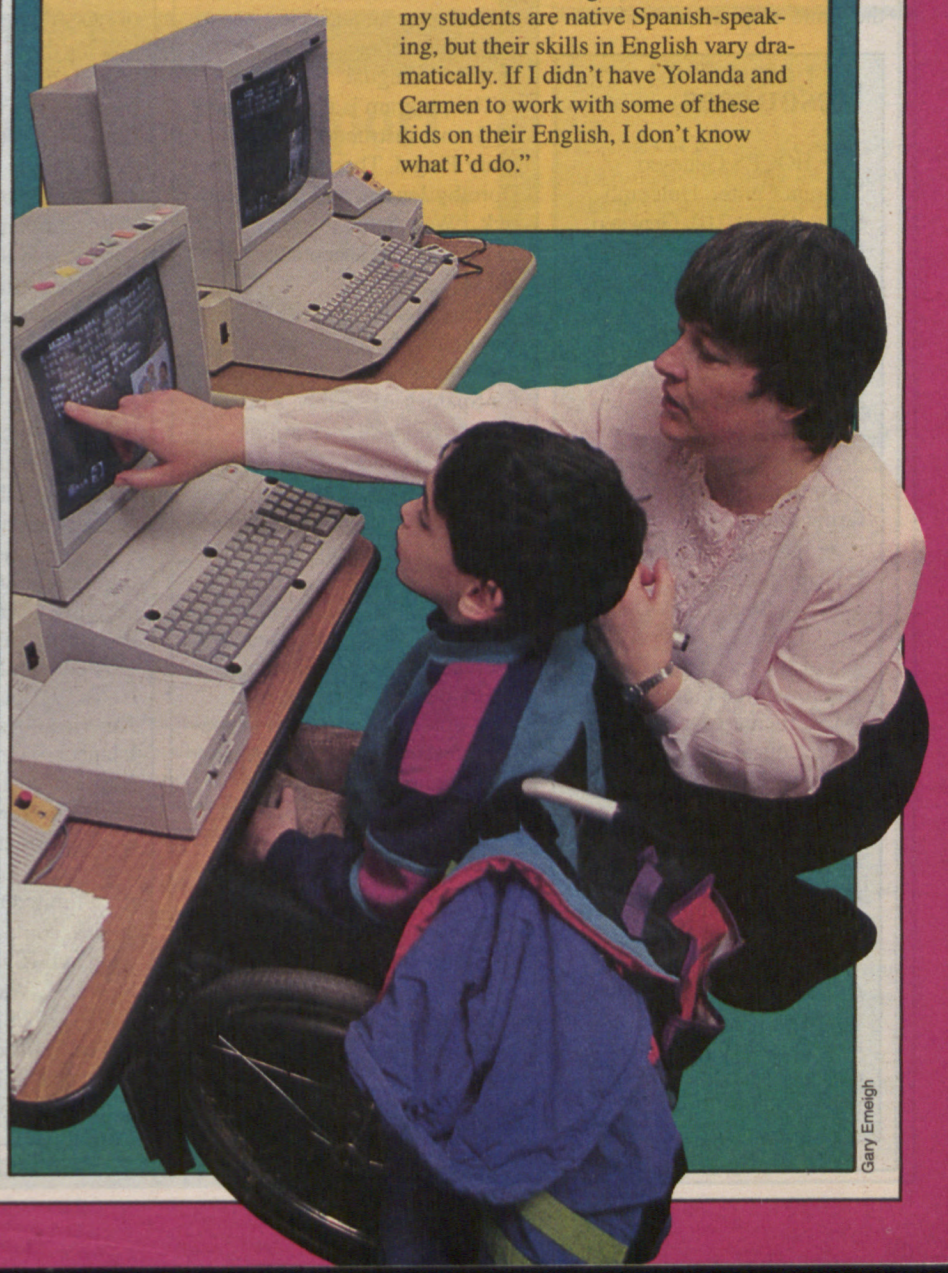
The students's desks are grouped in clusters of four to six. There are 32 students in all, and Allen utters brief reprimands to get the kids to pass out paper and begin their tasks quietly.

"Shhhh," says paraprofessional Yolanda Padilla. "Let's be quiet now," she says while walking around the room helping students get started.

"Are you going to work together or by yourselves?" she asks the students in the cluster at the back of the room. She puts a hand on one of the boy's shoulders and issues a command in Spanish. "Sientese," she says. "Sit down."

Padilla and another bilingual aide, Carmen Murillo, take a group of nine students to a vacant classroom to take turns reading orally. After the class, Allen displays two books. One is a sixth grade reader with page after page of challenging-looking text. The other is the play *Belling the Cat*, which Padilla's reading group studied. It has simple words, big type, and many pictures.

"I have students at this reading level," says Allen, pointing to the sixth grade primer. "And then I have students who are just beginning to learn to read in English. Almost all of my students are native Spanish-speaking, but their skills in English vary dramatically. If I didn't have Yolanda and Carmen to work with some of these kids on their English, I don't know what I'd do."



Gary Emeigh

Instructional aide Barbara Morris works one-on-one with Christopher McLaughlin in the Delaware classroom she shares with teacher Michele McClay (opposite page).

HUMAN RIGHTS

It's a Two-Way Street

At one Oregon elementary school, bilingual education means all students learn two languages.

When is a student's first language—when it isn't English—valued by the school community?

Answer at most schools: rarely, if ever.

Answer at Groner Elementary School in rural Hillsboro, Oregon: every day.

Through a new program funded in part by NEA's National Foundation for the Improvement of Education, Hispanic kids help English-speaking kids learn Spanish—and vice versa.

Groner's students are an unusual mix—most come from middle and upper-middle class white families, but a significant minority come from four camps of Hispanic migrant workers. Despite their relatively small numbers, Hillsboro's Hispanic students form the majority of dropouts once they reach high school. In 1991, for example, the white dropout rate was six percent; the Hispanic dropout rate, 15 percent.

Project director and instructional aide Mary Pingel, seated, with other members of the Groner school staff.

Local educators diagnosed several problems contributing to the high Hispanic dropout rate—poor school attendance, low self-esteem due to language barriers, and poor social skills due to language and cultural differences.

That's where the "Language: A Two-Way Street" program comes in. The program creates daily opportunities for English- and Spanish-speaking students to teach their fellow students in their home language. Its goals: to build better communication, mutual respect, and self-esteem, and to encourage all students to become bilingual.

The program is the brainchild of Groner instructional aide Mary Pingel, Therman Striplin, Dorothy Jensen, and Lynn Merrick. "We wanted to create awareness and acceptance," Pingel says.

The program consists of several kinds of activities. Each day, students in grades 1-4 meet for Spanish Assembly, a 30-minute cooperative learning program. Hispanic fifth and sixth graders tutor small groups of kids using games, songs, and other active learning assignments in Spanish.

Twice a week, students meet to practice dialogues based on everyday situations like going to the cafeteria. Every now and then, students are treated to special presentations on Hispanic culture and traditions.

First grade teacher Barbara Blasen comments, "The students created a great model grocery store and made everyone buy things by speaking Spanish. Even the younger students were able to master it."

Computer learning is a big part of the Two-Way Street program. Called "Spanish Assistant," the program includes a Spanish/English dictionary, gives sentence-by-sentence translations, and provides grammar and verb conjugations in both languages.

Used in the ESL room, the library, and in all 3-6 classrooms, the computer program helps Spanish students understand specific assignments and allows them to translate words or sentences at any time.

Next year, Groner teachers hope to start a free night class to teach Hispanic parents and caretakers in the community essential life skills and help parents better understand their schools.

"The program has been a real learning experience for all involved," Pingel says. "We've learned to phrase our ideas so as not to draw attention to differences in culture but, instead, to emphasize the specialness of diversity. Students have learned that language is a two-way street, and that they can teach each other. Everybody wins."

—Melissa Etlin
NEA Human and Civil Rights

Resources

➤ BOCES Geneseo Migrant Center, Holcomb Bldg., Room 210, Geneseo, NY 14454, 716/245-5681. Helps states identify and aid migrant dropout youth.

➤ Farmworker Justice Fund, 2001 S St., N.W., Suite 210, Washington, DC 20009, 202/462-8192. Promotes better educational opportunities for children of farmworkers.

➤ Interstate Migrant Education Council, 707 17th St., Suite 2700, Denver, CO 80202-3427. A project of the Education Commission of the States (ECS), IMEC increases awareness of the educational needs of migrant children.

➤ National Association of State Directors of Migrant Education, c/o Dr. Richard Bove, Migrant Unit, State Education Dept., 833 Ed. Dept. Annex, Albany, NY 12234. Fosters interstate cooperation among directors of migrant education programs funded under Chapter 1.

For Your Files

NEA Human and Civil Rights has produced two sets of fact-filled publications you may find useful.

➤ *Action sheets* are brief overviews of major social issues that often impede students' ability to get a quality education. Topics include: child abuse and neglect, homelessness, school violence, teaching and counseling gay and lesbian students, and teen suicide.

Additional action sheets can help you sort out the controversy over evolution vs. creationism, multicultural education, school prayer, and sex education.

➤ *Focus series* publications are brief overviews of social issues affecting the four major minority groups—American Indian/Alaska Native, Hispanic, African American, Asian and Pacific Islander—and women. In addition, each provides resource listings and conference information.

For more information or for a limited number of free copies, contact NEA Human and Civil Rights, 1201 16th St., N.W., Washington, DC 20036, 202/822-7700.

This information will soon be available through NEA Online. See page 30.

WASHINGTON WATCH

Lee Brown has one of the toughest jobs in the country as the nation's leader in the war against drugs. The drug czar's already working hard on one of his top priorities—getting drugs out of America's schools.

Best Win For Education Employees

Despite a filibuster led by North Carolina Senator Jesse Helms, the Senate passed Goals 2000, the groundbreaking education reform bill that includes established national education goals, voluntary national standards, and grants for local education reform programs and teacher development and training. See pages 3 and 9 for details.

Biggest Setback

Educators mourned the death of Rep. William Natcher (D-KY), who safeguarded the nation's commitment to education as chair of the powerful House appropriations committee and chair of its education funding panel. Natcher served in the House for 41 years.

What You Can Do

The U.S. Senate will soon be considering its version of the reauthorization of the Elementary and Secondary Education Act, which is the foundation of most of the federal government's K-12 programs. ESEA must be expanded and enhanced, and new initiatives—money for professional development, rural and urban education, and general aid—included. See page 3 for details.

Political Cartoon of the Month

Signe Wilkinson, Cartoonists & Writers Syndicate

Congressional Quote of the Month

"Our future is in our schools."
—Sen. Barbara Boxer
(D-CA)

Local Look

MISSISSIPPI

Testy Situation

Jackson school officials have backed down from implementing a school board policy mandating random drug tests for all employees, including teachers.

In response to a legal opinion letter from the NEA Office of General Counsel concluding that the policy was "blatantly unconstitutional," the Jackson Board of Trustees voted on April 5 to "suspend" the controversial new policy indefinitely.

No reason was given for the policy, under which employees could have been fired for refusing to sign a testing "consent" form or failing to turn in coworkers suspected of using drugs, and which authorized random searches of employees' cars and personal belongings.

"We're talking about a very invasive policy that shows a clear disregard for basic rights," says Deloise Jones, president of the Jackson Association of Educators.

The district has already spent $23,000 testing the administrative staff. Testing all school employees would cost an estimated $500,000—"money that could be better allocated to students," says Jones.

OVERSEAS

Prescribed Action

In Weisbaden, Germany, the drawdown of U.S. military personnel from the local Army base means reduced medical services for teachers and other civilians who remain.

The Weisbaden Education Association, whose members teach in the area's Department of Defense schools, has been leading a lobbying campaign, encouraging members to write to the Pentagon, the White House, and Congress about their concerns.

WEA President Joanna Stockton even conducted a survey of more than 500 civilians and military personnel in Germany. The results indicated problems in civilian hospitals, cutbacks in staff and in medical and dental coverage, and hospital closings.

WEA is beginning to get results. The Pentagon has announced it will send $2 million to $5 million to improve the health care situtions in Europe and will increase staffing, including translators and patient advocates in foreign hospitals.

IN WISCONSIN

Milwaukee Teachers Back in Fold

The 6,200 teacher members of the Milwaukee Teachers Education Association (MTEA) have voted overwhelmingly to reaffiliate with NEA and its Wisconsin affiliate, the Wisconsin Education Association Council (WEAC).

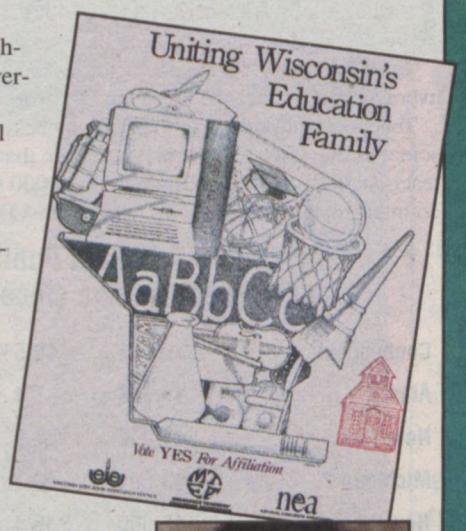
Reaffiliation will take effect September 1 pending confirmation by the WEAC Representative Assembly, which will vote in early May. If approved, the Milwaukee local will become NEA's fourth largest affiliate, and WEAC's membership roster will expand to more than 74,000 statewide.

The Milwaukee teachers, who have been unaffiliated with any state or national organization for the past 20 years, voted two-to-one for the reaffiliation.

"The results clearly indicate that unity and the protection of public education is paramount to the teachers of Milwaukee," notes Richard Terry, WEAC's director of affiliate relations. "Our unity will increase the power of each organization at a time when power is exactly what we need."

"Our members have already been receiving services," says MTEA Executive Secretary Don Ernest. "But with issues like privatization hitting Wisconsin, members have realized that, in the long run, they'll need strength at the state level. Reaffiliating was the best way to gain that strength."

WEAC and MTEA have been working toward reaffiliation for three years. MTEA members who work as substitutes, aides, and accountants won't be affected by the agreement.



MTEA President Chuck Howard

Mark Hoffman

IN MAINE

Tragedy Sparks Renewed Support

The 150 students and seven teachers at Litchfield Central School haven't lost faith in human nature even after an arsonist destroyed their K-2 campus in March, thanks to the outpouring of support that they've received from people throughout their state.

Teachers from neighboring communities immediately began donating supplies and equipment. Litchfield Teachers Association President Sonya Jack says four other local NEA affiliates quickly raised hundreds to purchase more supplies.

Soon after, the community-at-large rallied, kids and adults alike.

A third grader in Kennebunkport sent in three packages of pencils and the $10 he'd been saving for a game. Second graders from Mount Vernon donated $149 in pennies they'd saved.

An Air Force base sent 11 teacher's desks, each with a letter from the contributing teacher. Classrooms across the state donated truckloads of supplies and furniture.

A Portland television station held a one-hour telethon called "One Block at a Time" to raise funds for equipment. Phone lines were loaded, and a total of $11,000 came in, ranging from $5 individual donations to $5,000 corporate ones. Pledges for a computer, television, overhead projector, and rugs added to the tally.

All of this lessens the blow for Litchfield's students and teachers, who have been forced to move to portable classrooms at the Libby-Tozier School while school officials decide on new facilities.

"We've now gotten calls from all over the state with donations of money, time, energies, and talents," says Jack. "This total community effort has helped us all focus on what we're about—teaching kids."

Jose Leiva

Litchfield Teachers Association President Sonya Jack and teacher Mary Field (background) with students at their temporary classroom site.

OKLAHOMA

Spotlighting Safety

Thanks to the Union Support Personnel Association, Union public schools now have security improvements such as parking lot lighting and motion lights around trash dumpsters.

USPA acted on reports from school employees whose cars had been vandalized in poorly lit areas and who reported finding propped open doors and unauthorized people in school buildings.

"But it wasn't just our issue," says USPA President Brian Peck, whose members include the night custodians who first requested better security. The Association's request prompted a community-wide look at school safety issues.

USPA then worked with parents, teachers, and school administrators on a task force that produced some 60 security recommendations, among them better lighting.

The task force is now considering implementing other improvements on its recommendation list.

HAWAII

Time for Training

Teachers at Kipapa Elementary in Mililani are among the first to take advantage of a current contract provision that allows 21 schools in the state (which is one large school district) to negotiate modifications in the state's master agreement.

"Teachers wanted more uninterrupted time for planning and professional growth," says third grade teacher and negotiator Janis Uradomo, "so we negotiated a 7-1 extended day plan."

Starting next September, for every seven school days that teachers at Kipapa work, they'll get a professional development or personal improvement day.

That works out to 20 professional growth days a year—six for district in-service training and 14 for personal improvement.

In addition to uninterrupted instruction time, the new plan will add 20 minutes to each school day.

While teachers are away from the classroom, resource teachers in subjects such as computer science, social science, and Hawaiian studies will work with individual classes.

—Leona Hiraoka

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State Side

MICHIGAN
Taxing Option

Michigan residents recently voted for what the *New York Times* deemed the century's "most dramatic shift" in public school financing. More simply, they voted 2-to-1 to reduce drastically their reliance on property taxes.

In exchange, they agreed to raise sales taxes from 4 to 6 percent and cigarette taxes from 25 to 75 cents a pack.

The new funding formula will assure each school district of a minimum of $4,200 per pupil next year.

Michigan Education Association leaders opposed sales tax hikes, preferring increases in the more progressive income tax.

"We don't believe the sales tax offers a stable funding source for our schools," notes MEA President Julius Maddox, citing a projected $1.2 billion shortfall for schools in the coming year, the first under the new plan.

ALABAMA
Under Wraps

Governor Jim Folsom wants members of the legislature to pass his "Alabama First" school reform plan without telling them some key "details"—such as the plan's funding and distribution formulas.

Alabama Education Association President Eunice Horton likens the situation to walking up to a grocery store checkout counter and "telling the cashier that my payment plan is on my dresser and she can't see it until my purchases are bagged and carried to my car."

A couple of aspects of the plan are of great concern to AEA members. For one, the governor's plan apparently would increase school bureaucracy, which wouldn't necessarily improve schools. Also, the proposal would eliminate binding arbitration. The governor has called for a special session at the end of April to deal with education reform.

VERMONT
Standing Guard

For now, Vermont-NEA members have succeeded in quelling the threat of a statewide teachers' contract.

The contract, if enacted, would put an end to 25 years of collective bargaining rights for Vermont teachers.

Though the state Senate Education Committee dropped the statewide contract from consideration as part of an education finance proposal, the House has passed the measure. The Association isn't letting down its guard until a committee of conference approves the bill without the statewide contract attached.

"It's important to understand that the Senate Democrats didn't reject the statewide contract on its merits," notes Vermont-NEA General Counsel Joel Cook. Rather, the issue was dropped because it was so controversial and was opposed by both Vermont-NEA and the Vermont School Boards Association.

KANSAS
License Renewal

The Kansas Teacher Standards Board is redesigning the state's teacher license requirements, and Kansas-NEA is making sure teachers have their say.

Each local Association president was sent the redesign framework and asked to elicit member feedback. Hundreds have submitted comments to the Board's redesign subcommittee, which includes three K-NEA members.

The board is reworking the license so that teacher training will be consistent with the state's process for accrediting schools. The current draft calls for licensing every five years and a residency period for novice teachers.

K-NEA has recommended 101 teachers to serve on the 45 subject matter committees that will draft standards for their respective areas this summer.

WASHINGTON
Technology Fast Lane

The Washington Education Association has shifted into high gear on the information superhighway with the introduction of its "technology speedway."

WEA has distributed to each school building in the state a diskette with "Perspectives on Restructuring," a database loaded with current information on changes taking place in schools and classrooms statewide.

Any members who may be involved in local school restructuring projects can now get information from the best sources—their colleagues across the state. And "graphics lead you by the hand," says WEA Research Analyst Doris Lyon.

All state UniServ staff have been trained in using the database. The diskettes, available in Mac and IBM versions, are also being sent to the state's legislators and to newspaper editors.

MARYLAND
False Advertising

The education offered at nine Baltimore public schools falls far short of fulfilling the high promises made by Education Alternatives, Inc., the private, for-profit company that has managed them since 1992.

So concludes education researcher Olivia Reusing in a report recently released by the Maryland State Teachers Association. Reusing reviewed three EAI-run schools and found that they don't provide the ideal educational environment touted in EAI literature.

One example: Reusing found a kindergarten class huddled around a TV with "no lesson or activity to compare with the description of learning contained in the Tesseract [EAI's] promotional material."

In a comparison of teaching at the EAI schools with non-EAI school Samuel Coleridge Elementary, the report deemed the non-EAI school the "true example of active teaching."

—Leona Hiraoka

TEACHER PAY: A PERSPECTIVE

How Far Have Salaries Come?

In some states, quite a distance. In others, gains haven't even kept pace with inflation over the past decade.

Teachers in the Northeast, regardless of education or experience, bring home the highest average salaries, according to the Department of Education.

Teachers right out of school with a bachelor's degree make less than B.A.s entering the sciences, business, or the arts, but more than those entering the social services. And new teachers in districts with more than 10,000 students make almost $3,000 more than their counterparts in districts with fewer than 1,000.

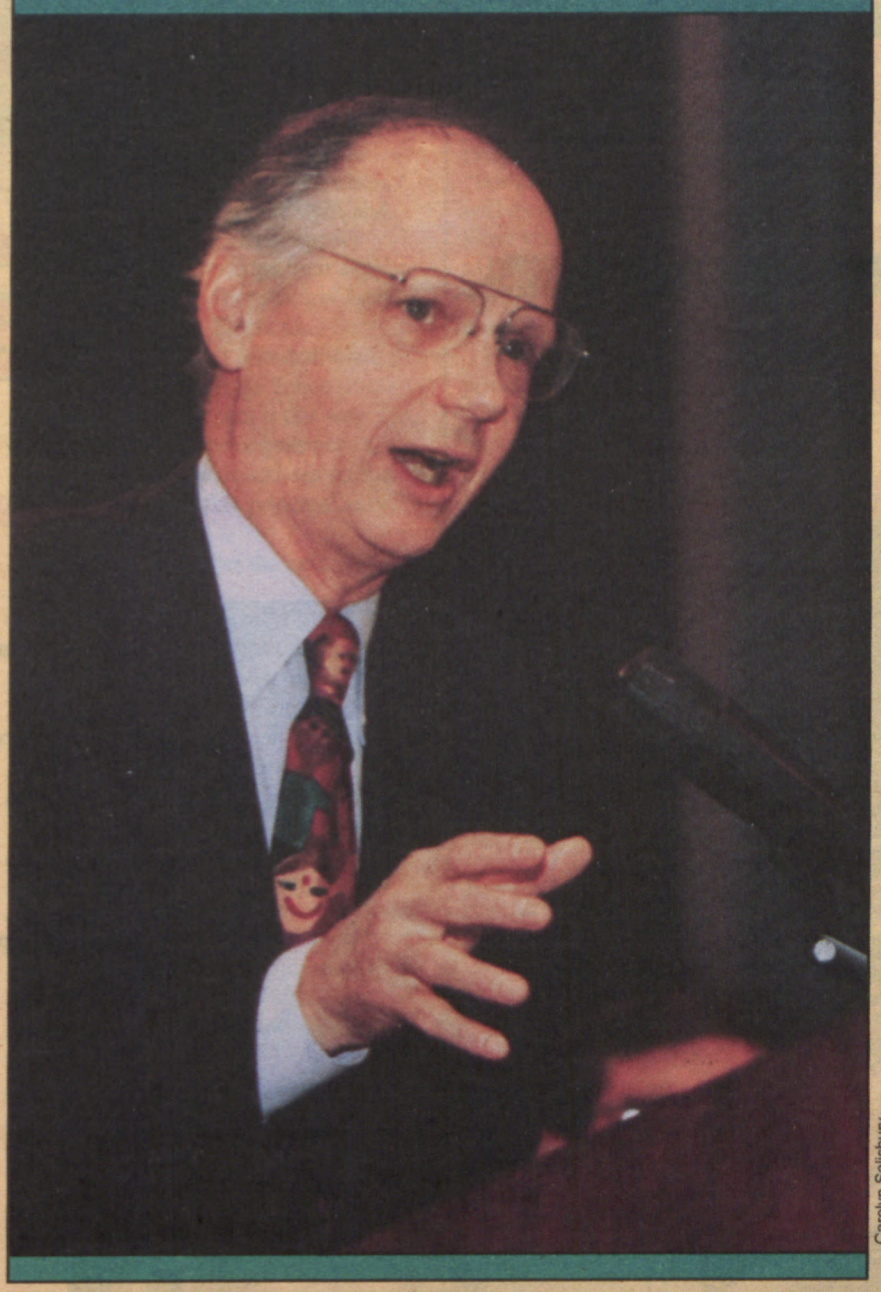
Average Salaries of Public School Teachers, 1992-93, and percent change since 1982-83 (in constant dollars)

Connecticut	$48,343	60.5%	Virginia	32,356	20.1
Alaska	45,728	-7.4	Florida	31,172	17.4
New York	44,999	23.9	Kentucky	31,115	16.5
Michigan	43,604	16.7	West Virginia	30,301	20.4
New Jersey	42,680	36.4	Maine	30,250	28.1
Pennsylvania	41,215	33.9	Iowa	30,130	7.7
California	40,221	17.2	Wyoming	30,080	-12.6
Maryland	38,753	16.4	Texas	29,935	5.4
D.C.	38,702	0.0	Missouri	29,382	15.4
Illinois	38,632	19.1	South Carolina	29,270	21.9
Massachusetts	38,223	20.4	North Carolina	29,108	13.9
Rhode Island	37,510	11.4	Tennessee	28,960	14.7
Wisconsin	36,477	16.8	Nebraska	28,768	13.7
Hawaii	36,470	1.2	Georgia	28,757	13.7
Delaware	36,217	20.9	Montana	27,617	-3.5
Oregon	35,880	13.6	Arkansas	27,598	26.4
Washington	35,780	4.8	Alabama	27,490	7.4
Minnesota	35,093	5.6	Idaho	27,011	5.7
Indiana	35,068	19.8	Utah	26,997	-6.4
Vermont	34,824	47.3	Oklahoma	26,529	-0.1
Nevada	34,119	6.4	New Mexico	26,464	-10.6
Ohio	34,100	17.3	Louisiana	26,074	-2.6
New Hampshire	33,931	41.1	North Dakota	25,211	-7.6
Colorado	33,541	7.5	Mississippi	24,367	17.1
Kansas	32,863	24.1	South Dakota	24,289	7.2
Arizona	32,403	5.6	United States	35,000	16.4

Sources: NEA Research, *Rankings of the States, 1993*; Bureau of Labor Statistics

Meet:

Richard Riley



Carolyn Salisbury

Education's Point Man

Richard Riley has always been a catalyst for school reform. During his term as governor of South Carolina from 1978 to 1986, SAT scores soared, teacher salaries rose, and legislators passed a one-cent sales tax hike to fund school reform. As President Clinton's Secretary of Education, he's already navigated the passage of Goals 2000 (see page 3).

At a recent NEA national conference in Albuquerque, Secretary Riley took a few minutes to speak with* NEA Today *staffer Leona Hiraoka.

What impact will the new Goals 2000 legislation have on our public schools?
I think, number one, it's positive. It says: Let's work hard together, let's develop high standards, let's develop goals, we can do it.

Goals 2000 raises education up as a very important priority for this country, and we will realize that by making national policy to raise standards. Teachers then will have to be given the opportunity to teach to these high standards.

What would you want a fourth-grade teacher to know about Goals 2000?
Goals 2000 says that we as a country have gotten serious about education. We've had a lot of rhetoric and single-shot efforts to improve education. But this now is a realistic look at the difficulty of education, and a recognition that you, as a fourth-grade teacher, are going to get more help—because of the diversity of the student body, the complications and advantages of technology, and the changing conditions of teaching.

Why have you long embraced education as one of your main causes?
You have to look back at our history in South Carolina to see why education has been so important to me. A large percentage of our people had been systematically deprived of education. The only way for my state to come out of the hole educationally was for us to make major reforms.

Who was your favorite teacher when you were growing up?
Well, I can remember just about every teacher I ever had.

I can remember my first grade teacher just as clear as a bell, Mrs. Grimes. And I remember my mother, who's deceased now, being a room mother—taking us to the fire department and the bakery and all of that.

There was Louise Austin, whom I had for two years in high school for advanced mathematics and algebra. She was an absolutely marvelous teacher. And while I was not off in the direction of being an engineer or an architect, I have always used in a very serious way my background in math. I attribute a lot of that to Ms. Austin.

I had an English teacher, Ms. Mary Wildes, in high school, who had gotten me very much interested in Shakespeare and reading and poetry, diagramming sentences, which always fascinated me.

How does public education today differ from when you were a child?
I can think of classmates who were perfectly content to drift through the system and come out the other side. Even if they had just a very basic education, jobs were there, and they could have a relatively productive life. You look at my grandchildren now, and their classmates, and they don't have that option.

With changing circumstances in the economy and society and the world in general, the demands put upon education are just much, much greater. I think we've made a mistake over the years—probably it was a period of transition—but a lot of young people are identified as being poor students early on and almost pointed in that direction.

Are you saying you're opposed to tracking?
Yes, I'm opposed to tracking. I realize different students have different qualities, abilities, and interests—you'll always have that and don't want to discourage it.

But the idea of lowering children's expectations of themselves at a very young age is, to me, a form of homicide. I just detest the idea that young people really are shown by the way we handle them at a very young age that they are not expected to do well, and so they are tracked—often in very subtle ways.

They drift through the system, and then we wonder why we have these 19-year-olds who are frustrated, oftentimes violent. Then you look back through the system and see that when they were seven years old, we were almost moving them into this frustrating life of being uneducated and expected to be that way.

What do you think of companies that are vying to run schools for profit?
Any effort to improve teaching and learning in the public schools is something we have to take a look at.

If a policymaker is looking at some phase of the schooling being done by the private sector, I don't see anything wrong with that. But I think you need to do it in a very cautious way.

Paying someone in a private setting, especially a profit-making setting, must be looked at in the same way that you would look at any other decision.

Does it, in fact, put more resources in the classroom? That's what counts. Then you need to follow that kind of a decision, looking carefully at accountability.

My view is that nothing is either good or bad if it's intended to help teaching and learning. But you need to be very careful.

What about subcontracting of, say, transportation and food services?
The same view. If it is a service that's intended to be a better service, and will, therefore, better schools, I think it bears being looked at. I do think, though, a policymaker needs to be very, very cautious.

What's your stand on vouchers?
Private school vouchers, shifting public tax dollars to the private schools—I in no way see how that is intended to help the public schools. In fact, it appears to me that it's intended to put public schools in a bad light by misdirecting fault—that if they get so bad, then all of a sudden you can build out of the ashes a good school system. That is convoluted logic, in my judgment.

You wear a tie similar to the one President Clinton wore when signing Goals 2000. What's the story behind it?
Well, the tie comes from the Save the Children guys. And that particular one was being worn by Terry Peterson, my special assistant and counselor.

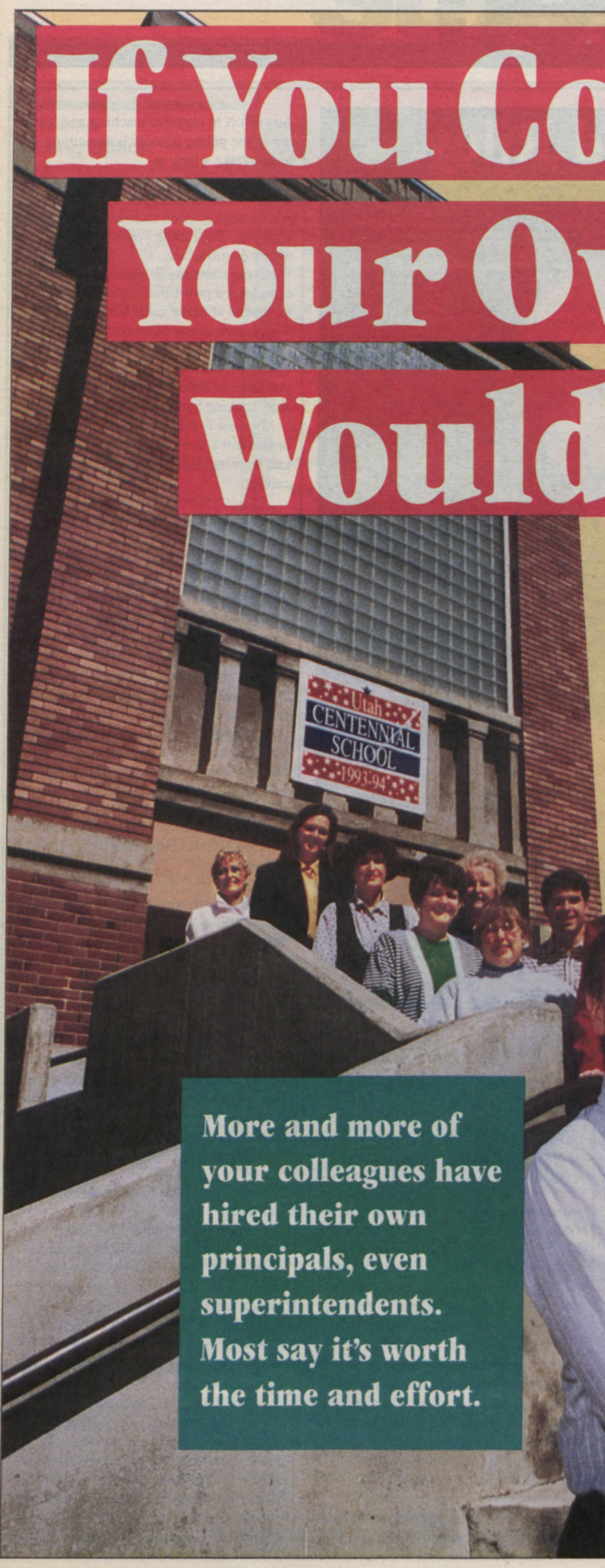
I was going in to speak to [the NEA board of directors meeting], and he had one of these ties on, which his daughter had given him. And I said, "Terry, I hate to do this to you, but take your tie off." A true staff person, he swapped ties right there before the meeting.

Did you pass it on to the President Clinton?
No, I didn't, but we have the same uniform. He has a tie just like that, and he loves it. On the tie, as you notice, all those children are smiling, and it kind of makes you feel good to have it on.

Come 1996, what will the Clinton administration boast of when it comes to education?
As I said when the President named me to this post, my goal is to shift things from the negative to the positive. My motivation would be to change a nation at risk to a nation on the move. And I think in 1996, if things keep on track, people will say that educationally, this country is on the move.

NEW ROLES

If You Could Pick Your Own Boss Would You?



More and more of your colleagues have hired their own principals, even superintendents. Most say it's worth the time and effort.

Utah photographs by Paul Fraughton

There's the old way. Central office picks the principal, assigns him or her to a school. Staff meets principal. Staff prays principal is good.

And then there's the new way: teachers and other school employees sift through the candidates, assisted by parents and other community leaders, do the interviews, then pick the principal.

It's possible to get a good principal using either method, but most agree the new way minimizes the risk of ending up with a principal-teacher team that works at cross purposes—if it works at all.

In Hyram, Utah, the new way works—extraordinarily well. Just ask the staff and parents at Lincoln Elementary School if they're pleased with new principal Jack Robinson.

Before Robinson first set foot in his new office two years ago, staff and parents already knew he believed in individualized learning, teacher research, site-based decision making, *and* in the process that brought him to Lincoln.

"Gone were the apprehensive feelings about your average new principal," recalls Kimilee Campbell, a fifth grade teacher at Lincoln who was part of the hiring team. "No one had to ask, 'What are his strengths in elementary curriculum? How will he react to a site-based decision making system we'd been building since our NEA TABS training eight years ago?' We knew because we hired him."

"For years, we'd faced the same anxieties with new principals," recalls Sally Bishop, a special education teacher and leader of Lincoln's site-based decision making team.

"And even when the district previously agreed to include teacher and classified input in the hiring decision, it was only superficial—we were asked the morning of the interview to send a representative. This time, we wanted to be involved."

That's why, in early 1992, when Lincoln's principal announced he was leaving the school, members of the Cache County Education Association approached the district superintendent with a proposal.

They asked him to establish a team of parents, teachers, classified staff, and students to handle the hiring of a new principal.

Superintendent Larry Jensen agreed. No surprise there, since he had just been hired in exactly the same way.

Lincoln Elementary School staff shown here are solidly behind their principal Jack Robinson because they picked him to head their school two years ago.

NEW RESPONSIBILITIES

Kimilee Campbell, who served on the superintendent hiring team, recalls the process. "We had a 40-person team comprised of teachers, principals, parents, school board members, classified personnel, even central office personnel," she explains.

Together, the team developed the entire selection process, from advertising to interviews to school visits to evaluations. The group also chose a core interviewing team that asked the questions.

Hyram, Utah's Kimilee Campbell was one of 40 school staff who helped hire a new superintendent.

"The process isn't without risk," says Campbell. "You have different stakeholders involved and, with a superintendent, you're looking for someone with the vision to lead an entire district, not just a building."

Because of this, the team hired a facilitator to help the group establish common goals that they could use to evaluate candidates from all over the state and region.

A few months later, teachers at Lincoln worked to establish a similar team—on a smaller scale, of course—to hire their own principal.

Some applicants may have been intimidated by the lengthy process or the group interviews, but Jack Robinson—the group's choice for the job—was pleased.

"The nine-person interview team covered 14 different areas in the operation of a school," recalls Robinson. "But those questions might not have been asked had the people with day-to-day experiences in those areas—teachers, teaching assistants, custodians, for example—not been present for the interview."

The interviewers knew exactly what they wanted. "We knew discipline in our 600-student school needed improvement, and we wanted someone open to site-based management," notes Cache County UniServ Director Barbara Covert, a former Lincoln teacher who served on the hiring team. "The district office wouldn't have known that."

And the interview team was very clear in communicating its priorities to each applicant. "When I was hired, I already knew what issues needed my immediate attention," Robinson says, "and I knew I had the support of the staff to tackle them."

Though time-consuming and occasionally difficult, hiring their own administrators was worth it, Covert says. "We're now assured of administrators we can work with and who are already off to a great start in our school and school district."

UniServ Director Barbara Covert, a former teacher, helped hire her school's principal.

A few states east, at Marshalltown (Iowa) High School, the feelings are mutual—teachers, support staff, and parents openly pledge their support for principal Jerry Stephens.

Marshalltown High School math teacher Joan Moore puts it this way: "In the past, when new principals began, we also had the usual wait-and-see attitude. Sit back, and see if this principal succeeds *or* fails."

"But that's no longer the case. When new principals begin at this school, we want to ensure their success."

In Marshalltown, site of one of NEA's districtwide innovation projects called Learning Labs, the opportunity came naturally. "When our building principal unexpectedly resigned, the door was left open by central administration, and we walked right through," explains math teacher Jeff Saylor, who served on the team.

"The school's shared decision making team, together with the superintendent, associate superintendent for personnel, and one school board member, led the hiring effort from start to finish."

To prepare for the interview process, the team asked for questions from parents, staff, and the community. The team then selected questions for the interview and established the day-long visitation schedule for each candidate.

"The visitation included receptions with teachers and education support staff," says Moore. "We gave each candidate an opportunity to demonstrate his or her ability to do a teacher evaluation. We even offered them a tour of the community.

"We wanted a chance to get to know each candidate," Moore adds, "but we also wanted our colleagues to meet each candidate and offer their input. We even drew up guidelines to help us find the right person for the job." (See box below.)

To Moore and her colleagues, everything worked. "Today, we have a principal we love and a relationship that's highly productive and supportive. We couldn't be happier."

As you might expect, Marshalltown principal Jerry Stephens is happy, too. "For those who'll worry that the team will dictate demands because they've hired you, that's not the case at all," he says. "This team works with me, because we're all committed to the school's success."

For the Marshalltown team, hiring a principal turned out to be just a first step.

"This spring," Moore notes, "the activities director left the school. Because we felt we didn't have enough administrators, we sent a communique to the school board asking to hire another associate principal.

"Imagine that," Moore adds, "asking to hire another administrator! But we wanted the principal we selected to have the support staff and environment he needed to work well. I don't think that would ever have happened before."

—Anita Merina

Resources

➤ *School-Based Change*. 1994. Part of NEA's new Teacher-to-Teacher Series, this book offers real-life examples from your own colleagues working to restructure how schools work. To order, contact the NEA Professional Library, Box 509, West Haven, CT 06515, 800/229-4200.

➤ *Doubts and Certainties: Working Together to Restructure Schools*. P. Barrett, ed. 1991. Another offering from the NEA Professional Library.

Paul Hiscocks

Marshalltown, Iowa math teacher Joan Moore says all staff had a say in picking a new high school principal.

When You're Doing the Hiring

What should you look for in a principal? Here's the list Marshalltown, Iowa staff developed.

- **Education**: *Ph.D doesn't always mean fully qualified.* "We felt it wasn't absolutely imperative to have a doctorate," says math teacher Joan Moore. "Candidates with master's degrees were fine, as long as they remained active, continuing to learn. What was most important was that the candidate exhibit the qualities of a lifelong learner."
- **Experience**: *It's what you've done that counts.* "If a candidate hadn't taught in a high school, how would he or she understand the needs of high school students and staff?" says Moore. "Secondary classroom teaching experience and secondary principal experience were a must."
- **Personal philosophy**: *You are what you believe.* "Does the candidate support the concept of a comprehensive high school that serves students of all abilities? Does he or she have knowledge of and belief in shared decision making that includes all stakeholders? These kinds of factors are critical to staff and parents," says Moore.
- **Skills**: *How can you help us grow as a community school?* "We wanted someone who could adapt education research to this particular school," explains Moore. "To us, a sound learning environment also means opportunities for all—support staff, teachers, parents, even the principal."

RESOURCES

Free or Inexpensive

FILM-MAKING

The Guide to Making Grimm Movies [as in "Brothers Grimm"]. An introduction to film/video-making that can stand alone or be used with the video *Making Grimm Movies (MGM)* (60 min., $125). 48 pp. $5. Davenport Films, Rte. 1, Box 527, Delaplane, VA 22025. Fax 703/592-3717.

For limited free school use of *Making Grimm Movies*, ask the education director of your local public TV station if the station will tape *MGM* from Telstar 401 at 1500 hours on May 3 (Transponder 7, downlink frequency 11.902 KHz. Ku band) and then televise it—so you can tape it off air.

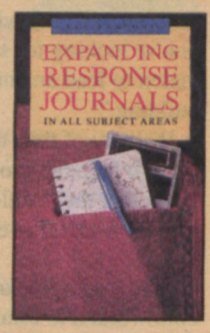
TRAVEL

Travel Options for Educators Only. Council on International Educational Exchange (CIEE). A catalog that describes the nonprofit Council's programs for educators, including budget airfares, the international teacher ID card, and travel programs with or without students. Free from CIEE, ISS Dept., 205 E. 42nd St., New York, NY 10017-5706. 212/661-1414 x1108; Fax 212/972-3231.

WORLD HISTORY

Cuneiform Translations for World History and World Culture. Richard Austin. A retired math/science teacher presents the ancient Assyrian cuneiform alphabet and number system; translations (from cuneiform to phonetic to English) of one of Hammurabi's Codes, a glass-making formula, and the account of a military expedition; language and math exercises; and a bibliography. 11 pp. plus a pasteboard reproduction of Sennacherib's Prism. $1 check. Cuneiform Project, Rte. #1, Box 97, Gallipolis Ferry, WV 25515.

WRITING



Expanding Response Journals. Les Parsons. Describes how to adapt response journals—reflections on reading, writing, viewing, etc., into elementary/middle-school subject areas. 96 pp. $13.50 plus $3.50 p&h per order. Heinemann, 361 Hanover St., Portsmouth, NH 03801. 800/541-2086.

STUDENT ACTIVITIES

Bridges to International Understanding. Dorothy Ross Rall. An NEA-Retired member from Michigan offers a new edition of a manual for educators who invite international speakers into their classrooms. 2nd ed., 1994. 40 pp. $5 plus $1.50 p&h for first copy, 50¢ p&h for each additional copy. (Add 4 percent sales tax in MI.) Prepay to Michigan State University and send to Community Volunteers for International Programs, 101-A International Center, Michigan State University, East Lansing, MI 48824.

INCLUSION

Toward Inclusive Classrooms. NEA Teacher-to-Teacher Books. Ten teacher-authors share their experiences and offer practical strategies for creating schools where all students, regardless of physical, mental, or emotional challenges, can learn with their peers. 2903-8-00-FF. 96 pp. $9.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516. 800/229-4200.

Here's Disney's Apple For Teachers

Daily Admission to Epcot '94

This is your year to visit Epcot '94 because U.S. teachers and principals, K-12, receive complimentary admission throughout 1994. It's the world's most inspirational place to be. A place where you can laugh at a presentation of the hypothalamus. Step back to the age of dinosaurs for an educational adventure into fossil fuels. See and touch the newest video games, TVs, computers, cars and home products that will change your life at the new **Innoventions,** opening July 1.

Enjoy the ultimate in educational entertainment. Then stop by the Epcot '94 Teacher Resource Center for a FREE Epcot Field Guide. If you'd like to stay in a Walt Disney World Resort hotel, room rates begin at $89. Call your Travel Agent for reservations or call (407) 827-7200.

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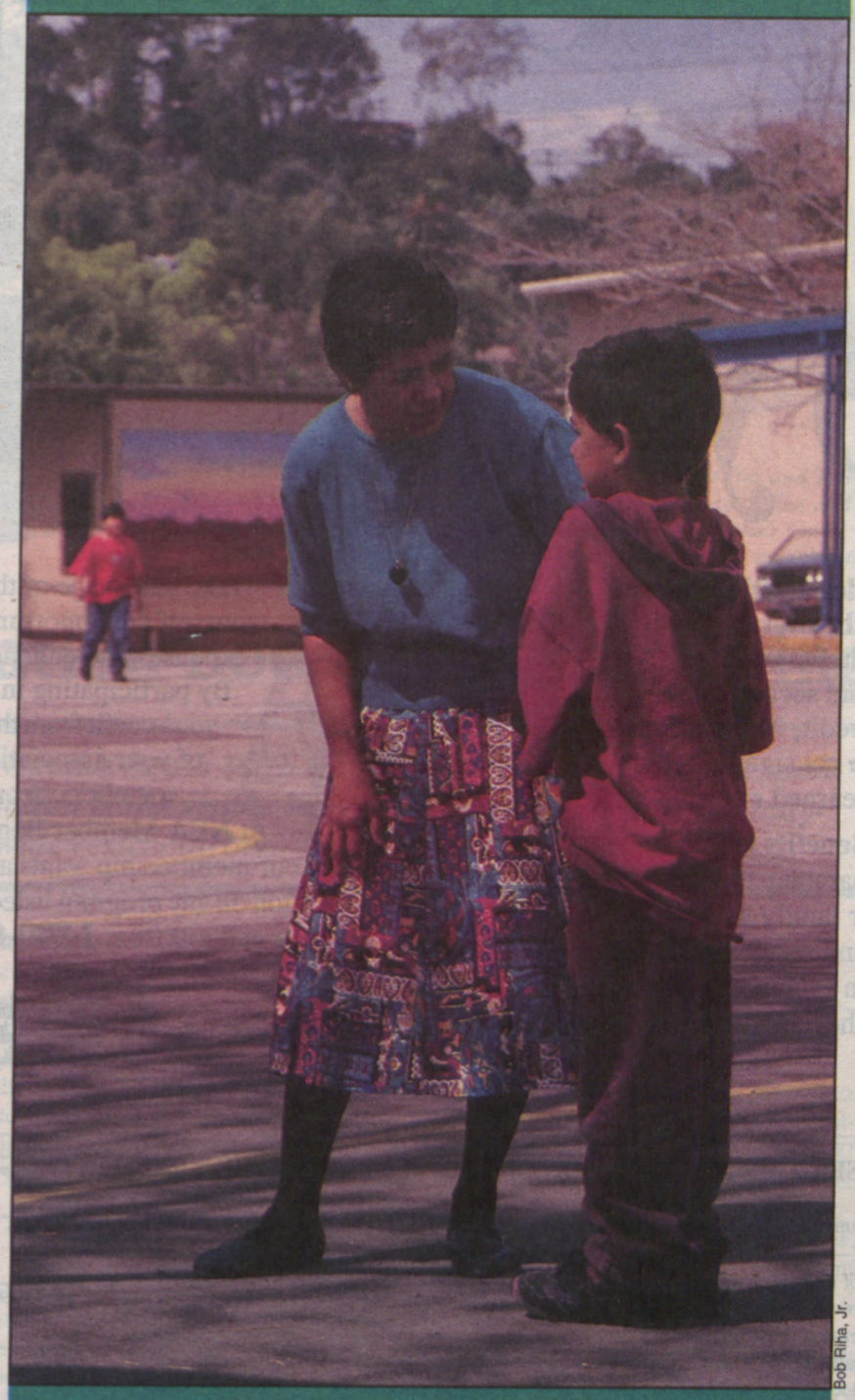
Health

Information about health factors that affect the way students learn

DEALING WITH DISASTER



Bob Riha, Jr.

Registering 6.6 on the Richter scale, the January 17 earthquake in Northridge, California left 61 dead, 25,000 homeless, and 640,000 Los Angeles-area students more than a little bit shaken. On January 26, as most L.A. schools reopened, 75 guidance counselors were dispersed to help students and school staff cope. Velia Rivera was one of those counselors.

A veteran of 23 years with the school district, Rivera works primarily with elementary school students who have attendance problems. She also serves on the crisis management teams of three local elementary schools.

After the quake, Rivera—an NEA member—spent several days near the quake's epicenter, helping students at Tarzana Elementary School. She spoke about the experience recently with NEA Today *assistant editor Stefanie Weiss.*

If kids' life stresses could be measured on a Richter scale, how would you rate the effect of the recent earthquake?
It varies a great deal depending on each child's experience. Some had minor damage to their homes, while others were living in tents and shelters. Some very young children slept through it. But I'd say the range of emotional intensity for most kids ranged from 6 to 10. Those who had experienced previous traumas or whose parents were not able to get to them quickly enough had the most severe trauma.

What were children's biggest fears?
Being hurt or trapped. This earthquake didn't tap into children's biggest fear—being separated from their parents—because it happened at 4:30 in the morning when children were with their parents. If it had happened when children were at school, their biggest fears would have been "Are my parents okay?", "Can I get to them?", and "Who will take care of me?" We were lucky not to see that kind of panic.

How were you able to help?
There are two ways to deal with trauma—talk about it or draw about it. I used the talk method. Kids were drawing a lot in class, but they didn't always have enough time in class to talk.

Talking is very therapeutic. Kids are so self-centered; they think they're the only ones to experience feelings or emotions. When they get to share what they went through, they understand that it didn't happen just to them.

Did kids really understand what was happening?
The first thing I ask kids is "Can you tell me what happened?" All the kids realized that the earth had moved from underneath. They knew it wasn't something magical or a monster.

What else did you ask the children?
I asked them, "What was your first thought?", "What were you most afraid of?", "What were other people doing in the house?" For a little comic relief, I asked them, "What was the funniest thing that happened during the earthquake?" One kid said that in the rush to get out, his father put on his mother's pants. It helped him to be able to share something that made the other children laugh.

I also asked them about loss. A lot of the kids lost their homes, but no one asked them what they lost personally. One child was very upset about losing his aquarium that he'd saved up $40 to buy. Other kids were upset about a lost toy or teddy bear.

One fifth grader I spoke with couldn't stop crying. She'd lost her home, but no one had been injured, and the family was living with relatives. I asked her what she'd been able to save. She said her Barbie doll. So I suggested she say a prayer when she got home for the other children who weren't able to save anything.

A prayer?
Yes. That's one thing that's not in crisis management books, but children have a very real spiritual side to them. Many of the children I work with are immigrants from Mexico and South America. I can't ignore that religion is a very important part of their lives.

Of course, I don't mention any one religion. But when I touch on children's spiritual side, it brings out the best in them. Once the girl with the Barbie doll began to talk and to think about other people, she was able to stop crying.

What didn't help?
It doesn't help to ignore kids' feelings and hope things will fade away. And it doesn't help for kids to watch a lot of TV. When kids see one destroyed house over and over again on TV, they don't see it as one house; they think it's 100 houses. Watching TV causes kids to relive the trauma and to have nightmares.

What do kids know about "the big one"?
One kid told me that we're expecting an 8.6 next Thursday at 3 o'clock! Kids hear about "the big one" on TV all the time. I tell them we all can survive it if we're prepared and we know what to do. I discuss with kids what they need to do to prepare for the next one. It helps them to feel that they have some control. Our goal is to train them so well that they'll know what to do automatically.

Is it true that kids adapt easier than adults?
Adults might have a harder time adjusting. They know they could have been killed. They're more conscious of their mortality and more vulnerable without resources. Kids adapt easily to most things—as long as they have the support and stability of family and school.

What's the long-term impact of this kind of trauma?
All of us are still supersensitive to loud noise or sudden movement. Whenever we feel a movement or a loud noise, everybody freezes—"Is this it?" But I think most people's fears are diminished after a year or two. Some kids experienced the quake in 1987—and they don't seem too traumatized by that one.

How do kids react to disasters like earthquakes compared to other traumas, like violence?
Just a month after the quake, I worked with children whose teacher had been killed in a domestic dispute. They were worried that one parent might kill another. It brought up other traumatic incidents in their lives—gang violence, accidents, divorce. But, bottom line, they talked about loss and fear, frustration and unpredictability—all the same issues the quake produced.

Valuable Summary Annual Report Information for the NEA Members Insurance Trust Plan is Attached

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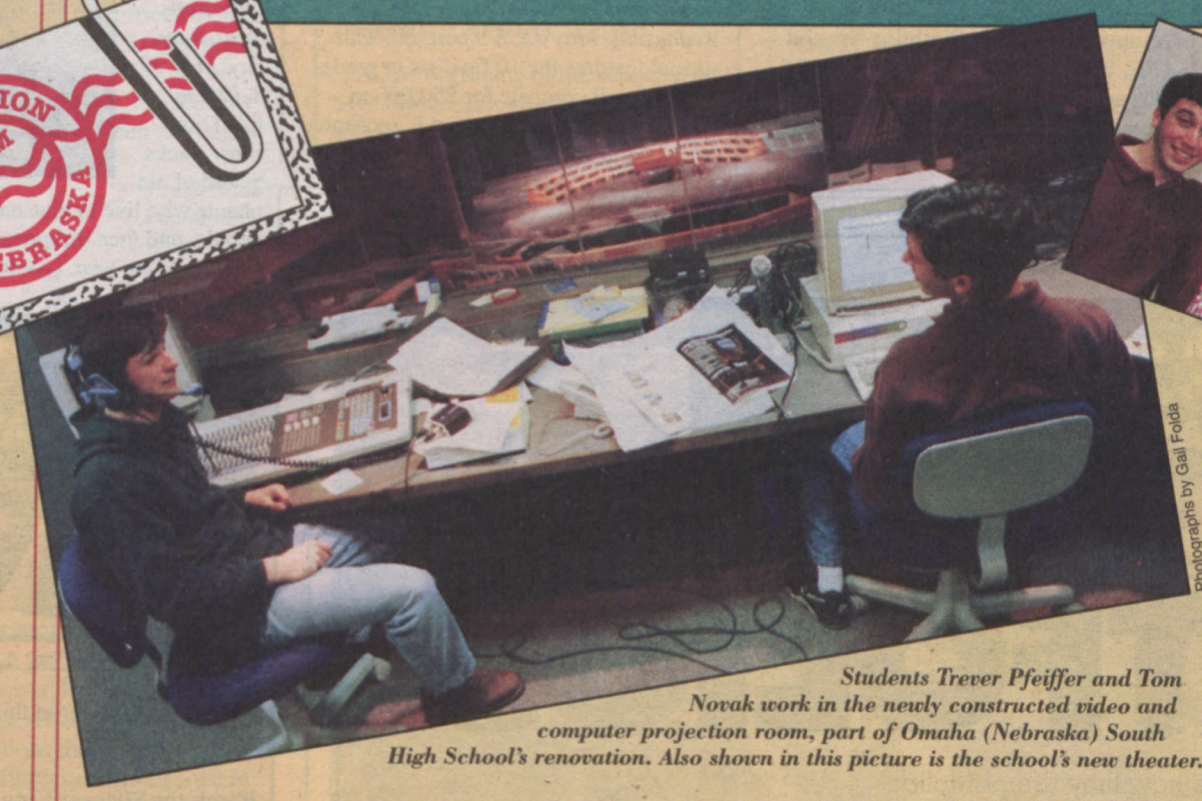
TFA054

Innovation

How NEA members are changing the way schools work



Photographs by Gail Folda

Students Trever Pfeiffer and Tom Novak work in the newly constructed video and computer projection room, part of Omaha (Nebraska) South High School's renovation. Also shown in this picture is the school's new theater.

Drama teacher Jim Eisenhardt, center, with students Novak and Pfeiffer, says: "The new theater has opened up our performing arts program to the community and to cooperative efforts with professional artists."

Renovation Boosts Restructuring

At Nebraska's Omaha South High School, a four-year building expansion and renovation is the visible sign of step-by-step, departmentally-based, school-wide restructuring.

Nebraska's Omaha South High School sees reform as a "piecemeal process." Last month the school completed a top-to-bottom, four-year building renovation, one of the "pieces" in the school's deliberately unstructured approach to restructuring.

"We have no master plan," explains Omaha South curriculum specialist John Jensen. "The renovation has given us the opportunity to create a physical plant that matches our educational vision. The changes we make are ones that individual teachers and departments can make."

That physical plant now includes—among other things—a 750-gallon salt-water aquarium and a freshwater vivarium in the science department, and a 725-seat professional theater.

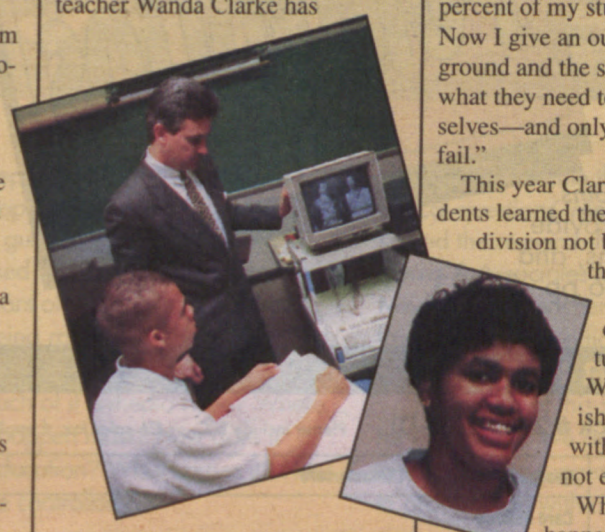
Other physical changes are less obvious, such as wiring that will eventually accommodate computers and wall-mounted TV sets.

Social studies chair Gary Kastrick's classroom has a computer, which his students use to display interactive instructional software.

"Software lets kids take a historical period apart—its music, philosophy, politics—and define it for themselves," Kastrick says.

But the new building and its equipment are not alone responsible for teachers changing the way they do things.

In the last year, veteran biology teacher Wanda Clarke has totally transformed how she teaches.



Left: The latest in computer software attracts the attention of history teacher Gary Kastrick and his students.
Right: Biology student Cerise Elliott is investigating what's killing fish at the Omaha zoo.

But ask her why, and she says, not because the building is new but because "of the kids."

"I used to think my job was to teach them what I learned in college," Clarke says, "and 20 to 30 percent of my students would fail. Now I give an outline and background and the students find out what they need to know for themselves—and only five percent fail."

This year Clarke's biology students learned the process of cell division not by memorizing the steps but by putting a set of out-of-order pictures in sequence. When they finished, they ended up with a flip book. It's not even high-tech.

What appears to be happening at Omaha South—as in other innovating schools—is that several restructuring elements all point in the same direction and amplify each other.

One is the availability of release time for some teachers. Clarke has been on half-time release for curriculum development this year—"the first time I had reflective time," she says.

And the school has strong partnerships with local businesses and agencies, such as Omaha's Henry Doorly Zoo.

So this year Clarke had the time to design learning activities in school and out (at the Zoo, for example) that would interest the school's racially and ethnically diverse student body. The new building and its equipment served both as a spur and an opportunity.

— Nancy R. Needham

More About School Change

NEA members changing the way schools work have a new medium—*Teaching and Change*—the newest professional journal by and for teacher practitioners.

Highlights of the spring '94 issue include articles on learning teams at the secondary level, assessment in an integrative curriculum, parent involvement, student-generated standards, gender differences in computer use, and the use of learning styles to construct cooperative learning groups.

Teaching and Change is co-published quarterly by the NEA Professional Library and Corwin Press. For subscription details, call 800/229-4200.

If you're interested in writing for the journal, contact Karen Zauber, Editor, *Teaching and Change,* NEA-National Center for Innovation, 1201 16th St., N.W., Washington, DC 20036, 202/822-7785.

RESOURCES

TV Tips

TLC Elementary School: Measuring and Counting—*The Learning Channel, Tuesday, May 10, 4-5 p.m. ET.* This episode covers basic counting and measuring skills.

Nick News Special Edition: Stranger Danger—*Nickelodeon, Sunday, May 15, 8-8:30 p.m. ET.* Written and hosted by Linda Ellerbee, this special attempts to put the issue of child abduction into perspective, explaining to kids the actual risks while offering pointers on how to avoid potentially dangerous situations, or what to do if you find yourself in one.

Sesame Street 25th Birthday Special—*ABC, Wednesday, May 18, 8-9 p.m. ET.* This special birthday celebration showcases 25 years of this trailblazing children's program.

World of Discovery: Earthquakes—*ABC, Saturday, May 21; check local listings for time.* This program looks at the power of earthquakes and scientists' efforts to understand and predict them.

National Geography Bee—*PBS, Wednesday, May 25, 8-9 p.m. ET.* This special features the 10 finalists in grades 4-8 who will compete for $50,000 in scholarship prizes. The event is sponsored by the National Geographic Society.

Smithsonian Expeditions: The Elephants of Timbuktu—*Arts & Entertainment, Sunday, May 29, 8-10 p.m. ET.* This show tracks a herd of elephants who live in unusual harmony with people, and then disappear for five months of the year. (photo above).

Lies of the Heart—*CBS, Tuesday, May 31, 4-5 p.m. ET.* A high school senior faces the consequences of reckless action when he becomes a hit-and-run driver in this CBS Schoolbreak Special.

Break the Silence: Kids Against Child Abuse—*CBS Tuesday, May 31, 8-8:30 p.m. ET.* This documentary tells the stories of four courageous children who survived and triumphed over abuse. A complementary curriculum (grades 3-8) developed by the National Committee for the Prevention of Child Abuse and Scholastic, Inc. will be distributed to schools throughout the country.

Turning Point—*ABC, Wednesday, June 1, 10-11 p.m. ET.* This special features the 50th anniversary of D-Day, the allied invasion of Europe in World War II.

Storytime—*PBS, check local listings for dates, times.* This award-winning family series returns, featuring such celebrities as Tom Selleck, Mariel Hemingway, and Edward James Olmos, reading to the show's young characters.

These listings are provided by KIDSNET, a computerized clearinghouse in Washington, DC.

Teacher TV

Don't forget to tune in to *Teacher TV*, the weekly magazine-style program coproduced by NEA and The Learning Channel. *Teacher TV* airs Sunday evenings, 6-6:30 p.m. ET. Here's a list of upcoming episodes.

May 15: Teaching the Academically Diverse Classroom
May 22: When Society's Problems Walk Through the Door
May 29: Sexual Harassment and Schools
June 5: Appreciating Diversity
June 12: Time
June 19: Students and Teachers as Researchers

NEW

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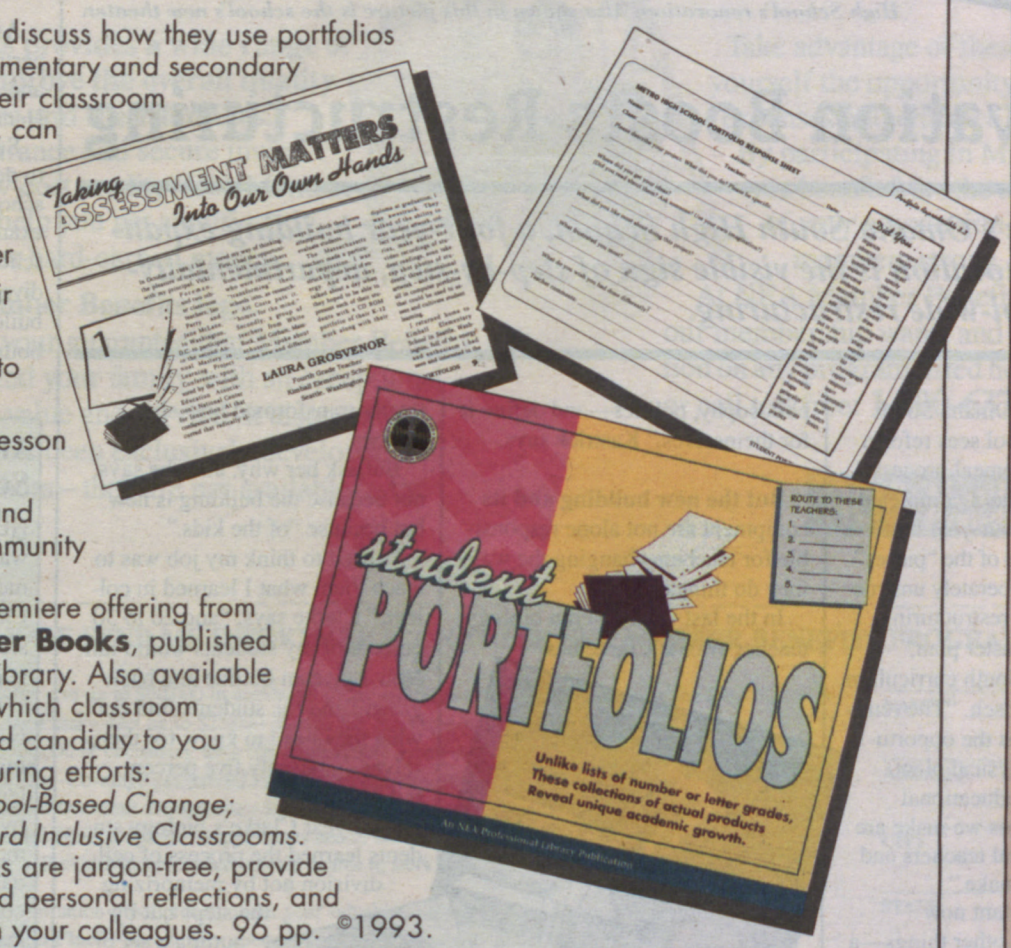
- Report student progress to parents
- Develop more effective lesson plans
- Build school credibility and accountability in the community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IDEA EXCHANGE

Composing by Keyboard

Rather than have my keyboarding students practice by composing standard business letters, I have them each compose a letter to the superintendent of schools or other public officials, offering their thoughts on problems in schools today.

Along with the letters, the students prepare envelopes and then mail them through the school mail.

Gloria Rudolph
Coronado School
Norfolk, Virginia

Follow-up Questions

To heighten enthusiasm for reading among my second and third graders, I sometimes have a parent volunteer, Rick Kay-Schiess—who's also a teacher on parental leave, read them stories and lead a follow-up discussion. The kids and Rick talk about what they like to read and who their favorite authors are.

At the end of each reading project, the kids come up with three research questions that, with the help of the librarian, they try to answer. For example, after reading a book related to the solar system, the questions they chose were: How many space shuttles were launched in 1993? How many moons does Jupiter have? Who was the first person on the moon?

Each project in reading goes across the curriculum.

Mary Bellavance
Shapleigh Memorial School
Shapleigh, Maine

Thirsty Youngsters

As summer approaches, my nonairconditioned classroom can get very hot—and my first graders can get very thirsty.

To solve the problem, I let my students keep a water-filled plastic cup with a straw or sipper on top of their desks. Not only are the children more comfortable and attentive, but I no longer have to contend with long lines and squabbles at the water fountain.

The children fill their cups in the morning and set them on folded paper towels on the corners of their desks. In the afternoon, we take off the lids, empty the cups, and stand them upright in a low box on the sink.

Lynda Walker
Carney Elementary School
Baltimore, Maryland

Mailing Good News

At the beginning of the school year, I have my seventh grade reading students address a postcard to their parents. I explain to them that sometime during the year, I'll mail the card—and I assure them that it will contain only *good* news.

Parents always appreciate receiving good news about their child. Also, at the junior high level, parents often aren't as intimately involved with their child's school as they were at the elementary level. The postcards provide a personal touch unlike traditional progress reports.

Vicki Shipley
Kirkland Junior High
Kirkland, Washington

Right now is a good time to take a few minutes to jot down your favorite classroom tip and submit it to this column.

Send us your ideas via NEA Online or write to Idea Exchange, NEA Today, *1201 16th St., N.W., Washington, DC 20036.*

Be sure to include the name of your Association and school, the subject or grade you teach, and your school and home phone numbers. Pictures (we prefer color) are always welcome.

"Nearly one fourth of America's public school students say they have been the victims of an act of violence in or around school."

—*The MetLife Survey of the American Teacher 1993: Violence in America's Public Schools*

An epidemic of violence seems to be sweeping America's schools. Where gum-chewing and talking in class used to be serious problems, one now hears of students and teachers alike being robbed or shot or stabbed.

How big is the problem, really? How much of it is media hype? Where does it happen most? How does it affect education? What causes it? How can it be controlled?

To help examine these and other critical questions, MetLife commissioned the research firm of Louis Harris & Associates to interview over two thousand teachers, students and law enforcement officials on the subject of violence in America's schools.

The results of this survey are yours for the asking. We published them not to moralize or suggest remedies, but to provide you with a foundation of informed opinion upon which remedial action can be formulated.

The MetLife Survey of the American Teacher 1993: Violence in America's Public Schools is the most recent in a decade-long series of surveys sponsored by MetLife. You may obtain a summary of the findings, without cost, by writing to MetLife Teachers' Survey 1993, PO Box 807, Madison Square Station, New York, NY 10159-0807.

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SOUNDING BOARD

A Case for Diversity

By Cleorah J. Scruggs

I believe in the importance of an annual national day to celebrate multicultural diversity in part because I grew up in a Christian home. I believed then in the doctrine that all people were created equal, and that all people should have respect for one another. It soon became apparent that not everyone felt the same way I did.

My sensitivity to this issue—and why I believe in an annual national day to celebrate and appreciate our beautiful multicultural diversity—dates back to my early days in school. I noticed then how unfairly and insensitively African Americans were treated.

Quite often African-American and other ethnic minority students were placed in environments that lacked any positive multicultural stimuli or experience. There were very few meaningful minority role models in textbooks, on the school staff, or in the community.

In that same environment, kids—myself included—were stereotyped and exposed to a constant overdose of negative behavior.

Even at the university level—the level at which teacher training should be in tune with the real world—minority education courses were not a required part of the teacher's training curriculum. In fact the only undergraduate minority education class I took was an elective entitled The Black American; we used *Before the Mayflower* by Leron Bennett as the text.

Then, many students learned nothing of the important contributions made by minorities. Appropriate curriculum should be in place to counter—and eventually eliminate—stereotypical attitudes and to build student self-esteem.

Which leads me to the first celebration of National Diversity Day, held on October 18, 1993.

My class, other classes in our building, as well as other schools in the district, state, and nation celebrated in a variety of educational ways that were fun for students and staff. My class participated in a Family Treasures Artifacts Day. Students brought in historically significant heirlooms from their culture to share with the others.

Some of the items: a patchwork quilt, iron skillet, scrub board, manual crank ice cream freezer, mini potbelly stove, platform shoes, bell-bottom pants and more. I brought in Bunny, my multicultural doll of many faces and races.

On the days that followed, I remember the children saying enthusiastically, "Ms. Scruggs, can we hurry and finish this other work so we can do the DDSA?"—which stands for Diversity Dance, Songs, and Activities.

They started asking more thoughtful questions regarding diversity in their cooperative learning groups. They were also much more involved in role-playing and other classroom and extra-credit diversity projects.

This kind of excitement in learning helped to reinforce my commitment to the idea of a day of diversity.

If you share my enthusiasm and would like to make Diversity Day a national reality in tens of thousands of classrooms, you can:

➤ Write letters about Diversity Day to your principal, superintendent, Board of Education, mayor, governor, parents, community and church leaders, President Clinton, and others. Ask them what they're willing to do to make this day more of a reality.

➤ Come up with some creative ways to celebrate. Launch Diversity Day helium balloons, with diversity notes and letters attached, asking finders to send diversity notes back.

➤ Ask students and others in your community to come up with Diversity Raps. Here's mine.

Diversity is here,
Diversity is here,
Respecting all people,
Diversity is here!
Diversity for you,
Diversity for me .
Diversity for all of us.
If it's to be,
The only we,
Can make it,
A Reality!

Cleorah Scruggs is a fourth grade teacher at Roy Wilkins Accelerated Elementary School in Flint, Michigan.

DATA BANK

A Taxing Time

A number of changes took place in the tax laws that affected your 1993 tax return. One change: a 36 percent tax bracket starting at taxable income above $140,000 for couples, $115,000 for singles. Below tax rates for taxable income for singles and couples:

Singles	Married, Filing jointly
$0-$22,100	$0-$36,900
15%	**15%**
$22,101-$53,500	$36,901-$89,150
28%	**28%**
$53,501-$115,000	$89,151-$140,000
31%	**31%**
$115,001-$250,000	$140,001-$250,000
36%	**36%**
More than $250,000	over $250,000
39.6%	**39.6%**

Teen Angels

Percent of 12-to 17-year olds who say they personally:

Did some form of unpaid volunteer work 61%
Tried to stop someone using drugs or alcohol . 45
Cared for someone who was very sick.....43
Worked on a community service project 36
Gave money to a panhandler 29
Helped with an athletic event for handicapped students 15

Sources: Surveys conducted by Yankelovich Partners, Gallup Organization

What's Wrong?

Respondents citing which problem is most important in the U.S.

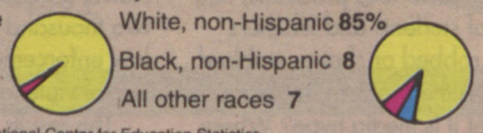
Crime/violence ..19%
Health care 15
Economy 14
Unemployment ..12
Federal deficit 5
Welfare.....2
War/peace 1

Source: *New York Times*/CBS News

Portrait of the Kindergarten Teacher

Percentage of public school kindergarten teachers by sex and race ethnicity in the U.S. in 1993.

Female **98%**
Male **2**

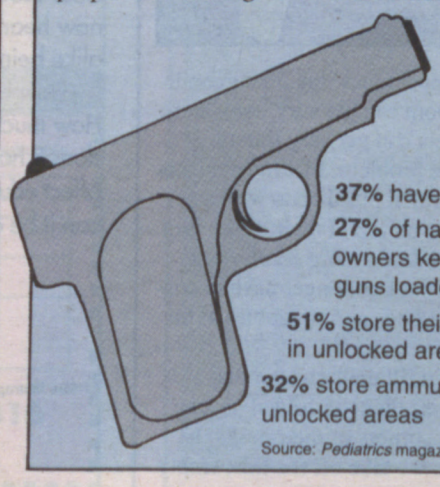


White, non-Hispanic **85%**
Black, non-Hispanic **8**
All other races **7**

Source: National Center for Education Statistics

Guns, Kids: Bad Mix

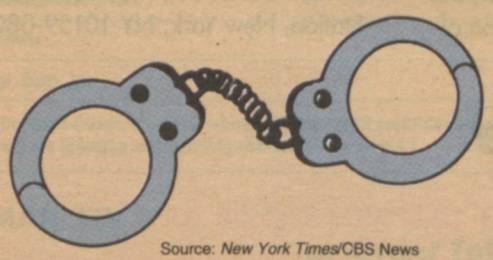
A new survey of 5,200 families shows that of the 37 percent who own guns many don't take proper care of the guns or ammunition.



37% have weapons
27% of handgun owners keep their guns loaded
51% store their handguns in unlocked areas
32% store ammunition in unlocked areas

Source: *Pediatrics* magazine

Crime Time



Source: *New York Times*/CBS News

Percentage of Americans who think crime in the country has:
increased **73%** stayed the same **23** decreased **3**

Percentage of Americans who think crime in their community has:
increased **58%** stayed the same **36** decreased **5**

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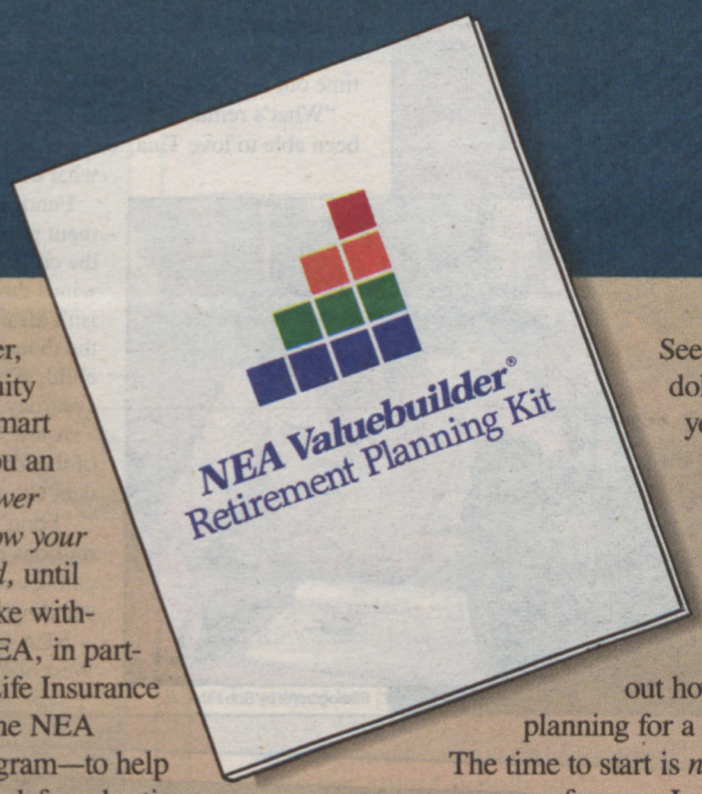

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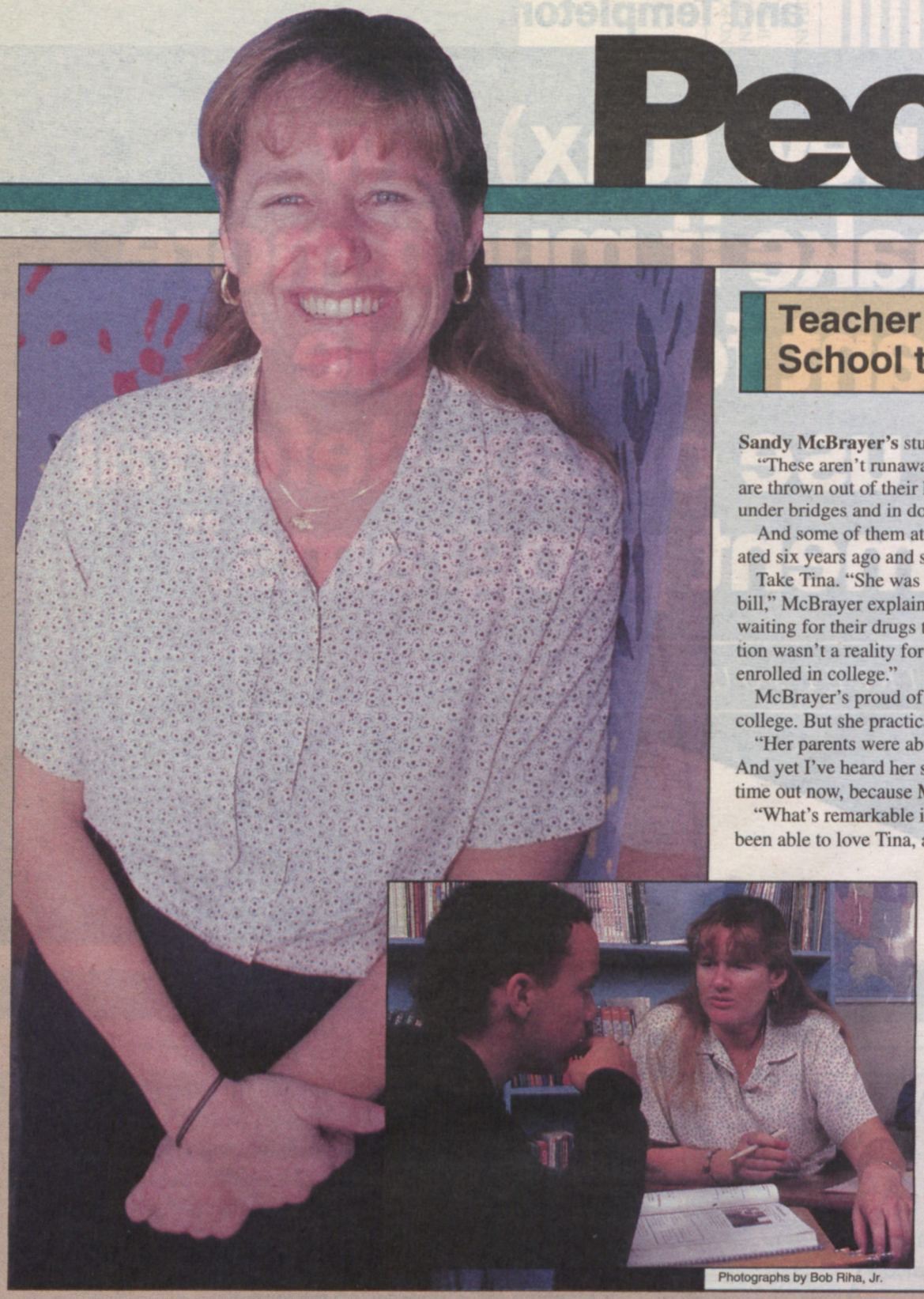


Photographs by Bob Riha, Jr.

Teacher of the Year Takes School to the Streets

Sandy McBrayer's students are children who live alone on the streets of San Diego.

"These aren't runaway kids who've broken the rules," she explains. "These kids are thrown out of their homes because they're pregnant, or gay, or obese. They live under bridges and in doorways and in abandoned buildings."

And some of them attend the storefront Homeless Outreach School McBrayer created six years ago and still runs.

Take Tina. "She was 13 when she was sold into a crack house to pay her mom's bill," McBrayer explains. "For two years, she was forced to sexually service people waiting for their drugs to be cut. When I met her, she was 15, pregnant, and education wasn't a reality for her. I had her for three years. She graduated and is now enrolled in college."

McBrayer's proud of the 25 homeless teens she's worked with who've gone on to college. But she practically sings when she explains what makes Tina "remarkable."

"Her parents were abused as children, and Tina was so severely abused as a child. And yet I've heard her say to her own daughter, 'You're just going to have to have a time out now, because Mommy needs a time out, and I *won't* hit you.'

"What's remarkable is that we've broken the cycle of abuse in one family. I've been able to love Tina, and she, in turn, has been able to love her child. To me, that's what this school is all about."

Funded by San Diego County and a U.S. State Department grant, the school attracts about 50 kids a day. Despite the crime, the "men urinating on the windows, and the winos throwing up on the doorway," McBrayer says she isn't afraid of coming to work. "What I'm more afraid of is the thought of stopping, not coming to work and hugging a child. Who will hug them? That fear gets me to work everyday."

A few weeks ago, McBrayer was named 1994 Teacher of the Year in a White House ceremony hosted by President Clinton—an honor that brought her close to tears.

"I don't want people to think I'm different—I'm one of millions of professional, dedicated teachers who are educating and caring for our children. They, too, should be standing with me."

NEA members Francis Mustapha of Indiana and Marge West of Colorado were finalists in the competition.

Winning Isn't Everything

Iowa history teacher **Larry Croghan** started coaching girls basketball in 1964—long before many states even had competitive girls sports programs.

During his 30-year coaching career at four Iowa high schools, Croghan has amassed an impressive record of 399 wins and 273 losses. With the help of guidance counselor and assistant coach **Doug Boeckmann,** five of his teams in the last 11 years have gone to the state championship.

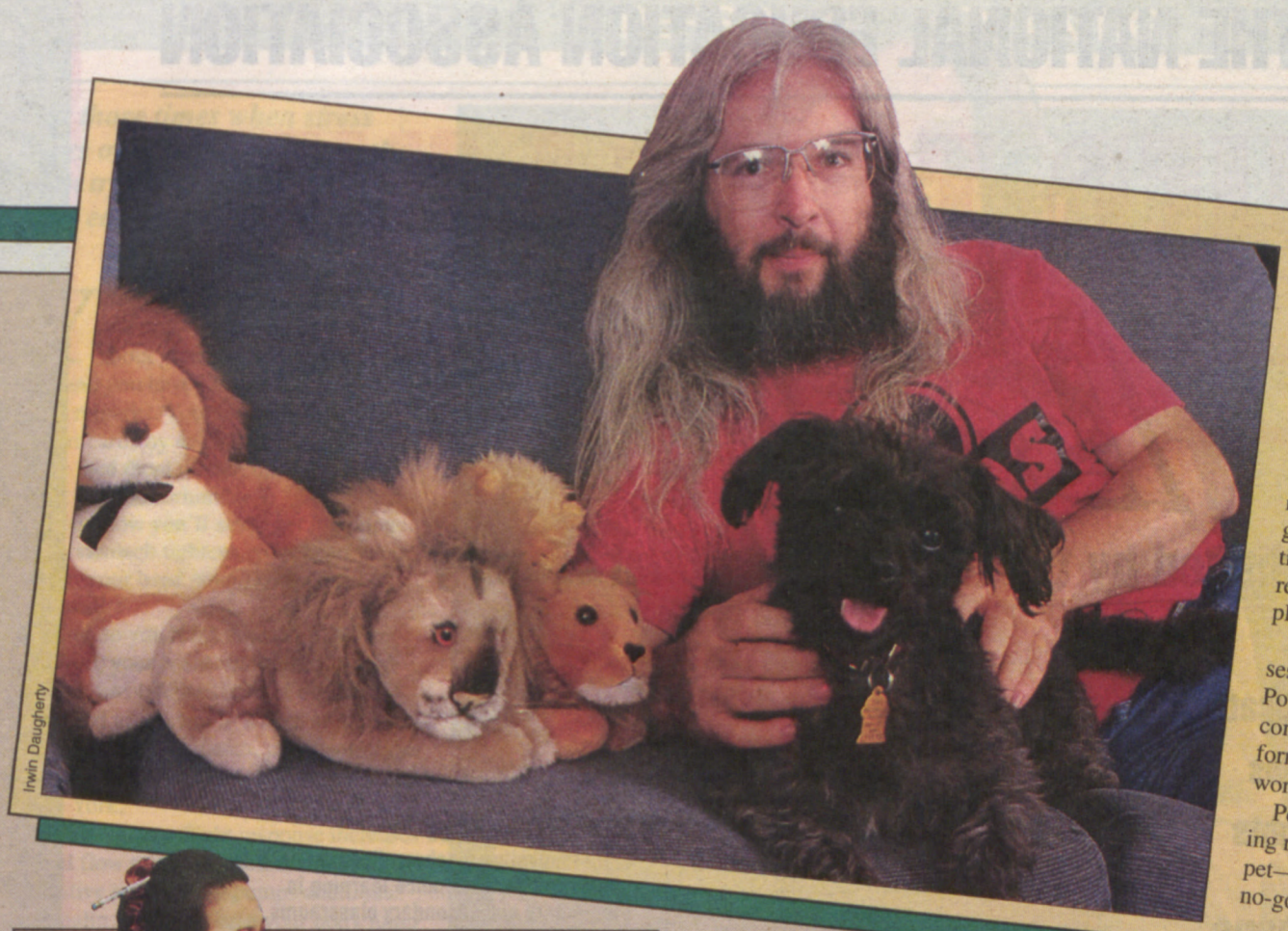
"We've been right on the brink a few times, but we never won the big one," he says. No big deal, though. "I told the girls before the game that they gave me the opportunity to participate in a championship game I always dreamed of being in."

Ask him what he's doing right, and Croghan says two things. First, "you have to let the kids know that you care about them more as people than as basketball players. They have to know that you want them to succeed in life."

Second, "you have to delegate authority."

Both qualities make Croghan a good teacher and Association leader. He's been president of the 512-member Dubuque Education Association for seven years now.

Bill Sherman



Irwin Daugherty

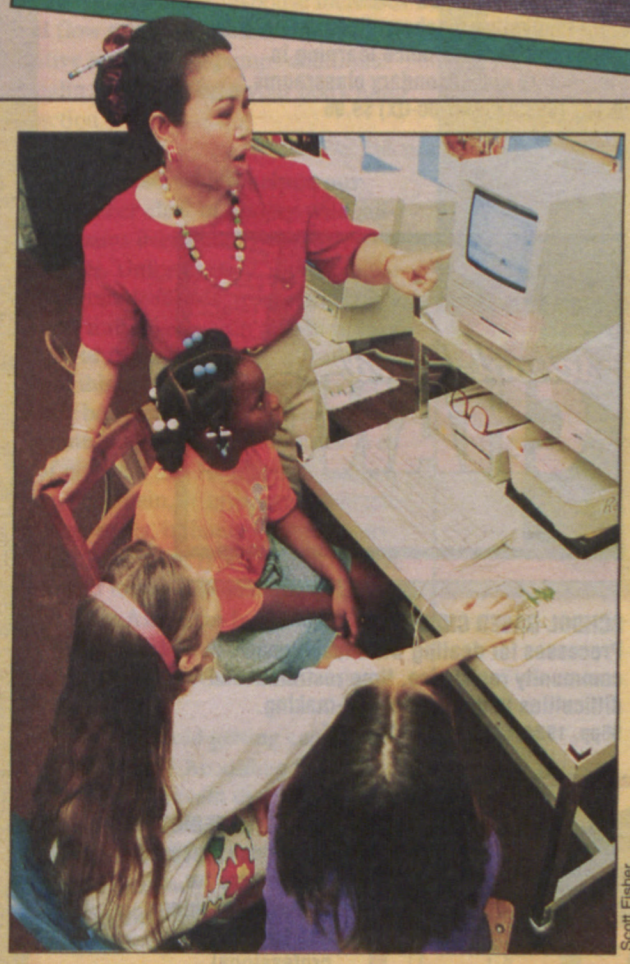
Lion Tamer

His favorite movie studio has to be MGM, because **Paul Powell** never met a lion he didn't like.

The Paradise Valley, Arizona maintenance worker—he does welding, playground and glass installation—has a collection of about 100 lions. Of course, they're reproductions—in ceramics, wood, metal, plush, stone, and on paper.

"Lions are regal and elegant. They possess qualities I'd like to see in myself," Powell says. "If I could be reincarnated, I'd come back as a lion. I think they're a higher form than humans; they don't mess up the world like we do."

Powell keeps his lions mainly on the living room couch, which the family's live pet—a dog—has been told is a definite no-go zone.



Scott Fisher

In Christa's Footsteps

Arlene Costello, a reading, science, social studies, and Spanish teacher at Oakcrest Elementary in Pensacola, Florida is one of five teachers named Christa McAuliffe Educators by NEA's National Foundation for the Improvement of Education (NFIE).

The honor goes to teachers who best exemplify the spirit and work of McAuliffe, the New Hampshire NEA member who lost her life on the Challenger space mission in 1986.

Costello believes that all children can learn, but all students need "educational experiences that help them learn. Technology can help," adds Costello, "so I've already spent a good portion of my $5,000 NFIE grant on new computers."

Painting America the Beautiful

"America is a paradise," Connecticut teacher **Mimi Gomez** says emphatically. "It's the land of opportunity." Just as emphatic are her paintings of the Statue of Liberty, the American flag, and other red-white-and-blue symbols of patriotism.

"My paintings are a metaphysical portrait of my experiences," says Gomez, who teaches bilingual kindergarten at the Howe School in Bridgeport. "I lived under Castro's oppression for years of starvation and stress. It was hell."

After escaping Cuba in 1966 by using a fake visa, she spent the next two years living in Mexico. She sold her paintings on the street and taught French to private students in order to survive.

When her parents were allowed to leave Cuba for the United States in 1968, Gomez swam across the Rio Grande to join them.

Since she became a U.S. citizen in 1974, Gomez has been using her art to express her gratitude. (Twenty of her paintings were recently displayed at the Naugatuck Valley Community Technical College in Waterbury.)

"Freedom should never be taken for granted," she asserts. "I want to show Americans through my paintings how lucky they really are."

Mike Lydick

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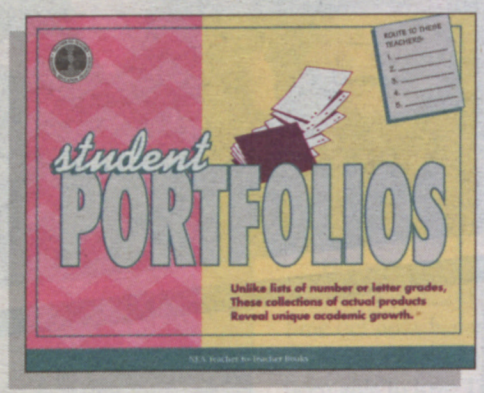

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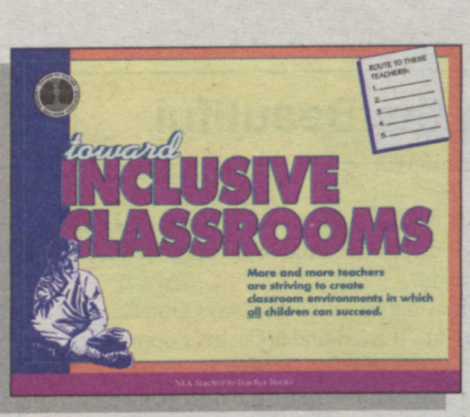

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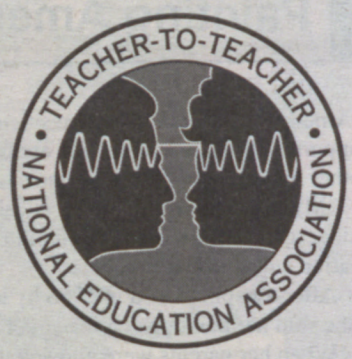

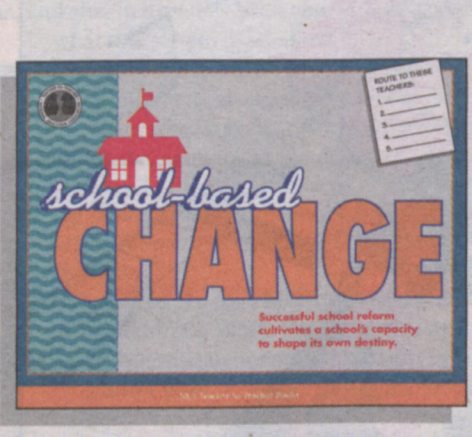

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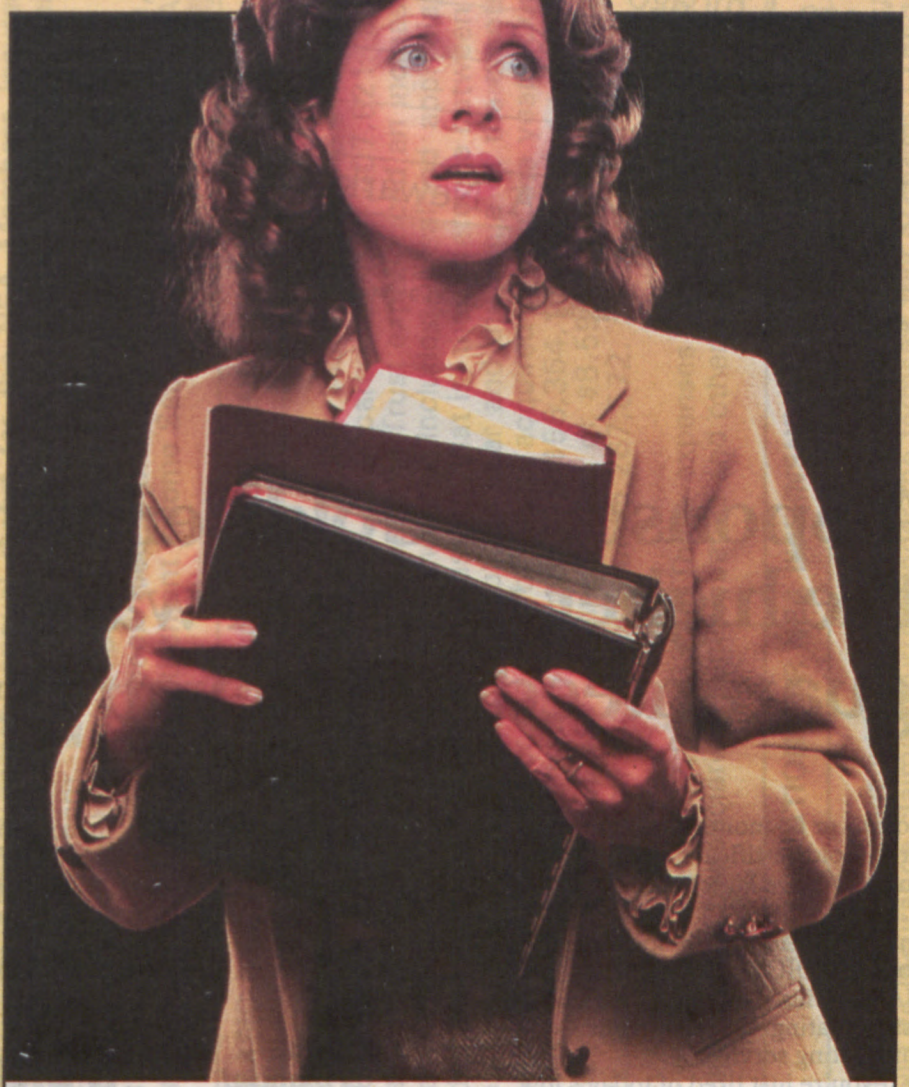

SOOTHING STRATEGIES TO REDUCE STRESS

For those times when stress takes over, take a deep breath—then try some techniques that may ease the strain.

You've been asked to make a special presentation to the PTA about your new curriculum package and you haven't had time to prepare your remarks. You've got to submit report cards by 4:00 today, pick up the kids, feed them dinner, dress, and show up at the auditorium by 7.

You know you'll never get it all done. Your stomach tightens, your heart beats faster, your head pounds. You are stressed!

Why do you react this way? "When stressed, your brain automatically triggers an involuntary chain of events designed to put you in a state of alert," explains Dr. Paul Rosch, president of the American Institute of Stress in Yonkers, New York.

"This fight or flight response increases blood flow to your muscles, slows your digestive system, and pumps additional adrenalin needed to help your body jump into action."

This response, which helped our ancestors steer clear of hungry wild animals, remains useful today when there is true danger. Unfortunately, lesser stressors—urgent deadlines, troubles at home, or even a traffic jam—can also turn on the fight or flight response.

When this response is repeatedly set off, your body doesn't have a chance to recuperate, and the strain can result in a host of physical ills. Headaches, asthma, fatigue, back pain, arthritis, gastrointestinal disturbances, immune system disorders, and even some types of cancer have been linked to stress.

In fact, the American Institute of Stress reports that 75 to 90 percent of all visits to the doctor involve stress-related complaints.

How can you avoid getting caught in the cycle of stress? According to Dr. Rosch, it's not the event that's stressful, it's how you perceive it.

The difference between those who feel stressed and those who don't feel stressed is in their sense of feeling in or out of control.

Because our feelings of stress are intimately tied to our perceptions, "programs that are designed to reduce our somatic response to stress and teach us to change our perceptions are very effective stress reducers," Dr. Rosch notes.

But, he cautions, "There is no panacea, and a technique that works for one person may not work for another." Frequently, he says, "people experience beneficial results from a stress reduction technique because they believe it will work."

Indeed, a number of techniques are reported to be effective in soothing stressed nerves. The key is finding one that works for you. Some suggestions:

➤ *Meditation* has become one of the most popular and effective methods of stress reduction. Clinical studies have shown that meditation can reduce oxygen consumption, heart rate, and blood pressure. And, says meditation teacher Stephen Hamm, "Many people derive both holistic and spiritual benefits from meditation." Although meditation techniques vary, most emphasize either focusing on an object or emptying the mind completely to allow it to become open to new perceptions.

➤ *Yoga* combines meditation, deep breathing, and gentle poses to relieve stress and improve physical condition. According to yoga practitioners, special diaphragmatic breathing techniques aid in increasing the flow of oxygen to the brain, resulting in stress reduction and increased energy.

Most experts agree that beginners should take lessons with an experienced teacher who can offer help and support. Many community education programs offer low-cost yoga classes.

➤ *Biofeedback* teaches you to be aware of your body's response to stress by helping you recognize feelings of tension and anxiety and learn how to control your body to counteract that stress.

In biofeedback, special sensors that measure muscle tension, skin temperature, or other bodily functions are attached to your skin. The measurements are translated into audible or visual signals that let you know if you are tense. For example, when your muscles are tense, you may hear a whining noise. When relaxed, the noise changes to a loud humming sound.

Experts caution that biofeedback should be practiced with a trained professional. They note that home biofeedback devices may be inaccurate and could be dangerous for persons with certain medical conditions, such as diabetes.

➤ *Visualization* techniques are frequently used in combination with other stress reduction techniques, such as meditation or biofeedback, but they can also be used effectively alone.

Methods of visualization can range from concentrating on a soothing color or focusing on a peaceful scene to actually imagining yourself performing the steps needed to achieve a goal.

➤ *Mental health professionals* can be very helpful at times in your life when nothing you do seems to reduce feelings of stress and anxiety.

In addition, a number of major medical centers throughout the country offer formal stress management programs, often based on the relationship between emotions and health.

Although programs vary, most emphasize a broad holistic approach to wellness, teaching stress reduction and relaxation techniques and offering nutritional counseling.

No matter which type of stress reduction method or methods you choose, stress reduction experts caution that results are not immediate. But, with time and practice, you can reduce stress and lessen its negative impact on your health and your life.

SIMPLE STRESS REDUCERS

A variety of simple activities, such as taking warm baths, listening to music, and performing deep breathing or stretching exercises can help you relax and reduce stress.

The National Institute of Mental Health offers these additional stress management tips:

➤ Be active. Feelings of nervousness, anger, or tension can often be alleviated by performing some type of exercise, such as walking, running, gardening, or playing tennis.

➤ Talk to someone. Sharing your troubles with a confidant, such as a friend or family member, may help give you new insight into your problem. Don't be afraid to seek help from trained professionals. Consider scheduling a consultation with a psychiatrist, psychologist, social worker, or mental health counselor if you feel you have a more serious problem.

➤ Take care of yourself. Lack of sleep and poor eating habits can contribute to feelings of irritability and tension. If stress is what's causing your eating or sleeping problem, seek help from a professional.

➤ Take a break. Even the most devoted worker needs time for recreation. No matter how hectic your life is, schedule time for fun and relaxation.

➤ Learn to prioritize. Make of list of things you want to accomplish and rate them in terms of importance. Concentrate on top priority items. Often, just seeing the list can help you realize that you don't have as much to do as you had imagined.

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INTERNATIONAL

RESOURCES

Teaching About World War II

Sometimes described as the central event of the 20th century, World War II reshaped the world. Yet as the 50th anniversary of the war's end in 1945 approaches, only two Americans in five have personal knowledge of the WWII era.

The United States 50th Anniversary of World War II Commemoration Committee was established to help the nation remember this period of its history.

The Committee has a two-fold purpose—to honor the veterans, their families, and those who served on the home front and to encourage the study of the period's history and the lessons it holds for the future.

The official commemoration will end on Veterans Day, November 1995, but a window of opportunity is now open to educate the 60 percent of Americans born after 1945.

➤ The Committee and other organizations have developed a variety of educational materials for history and social studies teachers.

A free World War II starter kit includes a National Geographic map, a *Scholastic* magazine poster, and these three posters:

Our World War II Heritage: Two Decades that Changed the World. This colorful timeline chronicles events from the stock market crash to the Berlin Airlift.

Our Postwar Heritage: Legacies of World War II describes the impact of the war on the balance of power, science and technology, and culture.

The Home Front. This picture of Any Town, USA, 1941-45, depicts the effect of war on life at home.

To receive the free starter kit, contact World War II Fulfillments, 1213 Jefferson Davis Highway, Crystal Gateway 4, Crystal City, VA 22202.

For a free listing of all the available materials produced for the 50th anniversary commemoration, write to the same address and request an Educational Resources brochure.

A final note: You can ask specifically for a set of posters honoring the contributions of women and minorities both overseas and at home, a *World in Flames* set of 32 posters marking important events, and a series of fact sheets.

➤ The National History Day program has adopted a WWII theme for 1995: Conflict and Compromise in History. For information write National History Day, University of Maryland, 0121 Caroline Hall, College Park, MD 20742, 301/314-9739.

➤ The United States Holocaust Museum also makes resources available for educators. Write to the Museum, 100 Raoul Wallenberg Place, S.W., Washington, DC 20024-2150.

Too Young To Remember, But Not To Learn

No one can tell the story of World War II better than those who were there. Get your students to listen up—while there's still time.

Spotswood, New Jersey History Club students with the club's adviser, social studies teacher Frank Yusko.

Frank Yusko's students have interviewed Pearl Harbor and Holocaust survivors, Japanese Americans interned in camps during the war, Black veterans, prisoners of war, a Medal of Honor recipient, female pilots, even General Douglas MacArthur's bodyguard.

For the past four years, Yusko—a New Jersey social studies teacher and sponsor of the Spotswood History Club—has been making World War II history literally come alive for his students.

"These students will read about the war, and it's abstract. It doesn't touch them in a personal way," Yusko says. "But these speakers aren't just stories in their history books. These are flesh-and-blood lessons to them."

When the reality dawns, says Yusko, you can watch kids mouths drop open.

Kids may study civil rights, Yusko notes, but listening to a Black veteran talk about the segregated U.S. military "really drives home what 'colored-only' meant in human terms."

Kids may read about the fear of war encroaching on American land, says Yusko, "but hearing someone describe anti-U boat activity off the New Jersey coast and the numerous ships sunk within sight of the Jersey shore helps them feel the extent of that fear."

Kids may learn about the concentration camps, but last year, Yusko recalls, "Helena Bokor came to speak about Auschwitz. She told the kids about how she was at the point of starvation and near death from typhus. She said she was tossed on a pile of bodies to be cremated. When she came to, she told the kids, she was staring into the face of a dead person. She managed to crawl out of that pit and survive.

"That's a lot more meaningful to kids," Yusko says, "than surrealistic snippets of black-and-white film."

Not that film doesn't have its uses. Yusko videotapes the speakers, then uses segments of tape to spur class discussions. After four years of this effort, Yusko's amassed an oral history library of 125 tapes, some of which were recently borrowed by PBS for use in several documentaries.

For another classroom activity, Yusko and his students participated in the creation of a new Veterans Memorial Walkway Park in Spotswood and the time capsule to be buried there.

To be opened in 2041, on the 100th anniversary of the Pearl Harbor bombing, the capsule contains photos, memorabilia, and first-person letters Yusko and his students solicited from veterans and survivors.

Future plans for the history club include a rededication ceremony of four streets named for Spotswood World War II veterans; interviews with a non-Jewish victim of the Holocaust, a combat medic who was awarded the Distinguished Service Cross, and a B-17 pilot; and tributes to Raoul Wallenberg (the Swedish diplomat who helped Hungarian Jews evade the death camps) and the Tuskegee Airmen. All of the club's programs are open to the public.

Like most history teachers, Yusko comes to his subject with a love of history—and, in this case, a family steeped in World War II lore. "My father is a veteran, my mother served as a USO hostess, and all of my uncles fought. For me it's very personal, and I wanted to see if I could make it personal for my students, too."

For all their efforts, Yusko and his students have received several state and national awards, including being named an official Commemorative Community by the United States 50th Anniversary of World War II Commemoration Committee. For more information, see below.

Keeping History Alive: Some Possibilities

Here's an opportunity to involve your community, school, club, or organization in observing the 50th anniversary of the end of World War II.

A major goal of the nationwide, multi-year commemoration is to encourage the study of the history of this era and to use the knowledge to ensure a safer and better tomorrow. One component developed to reach this objective is the Commemorative Community Program.

To become an official Commemorative Community, the community of interest must file an application and agree to organize a local Commemorative Committee, plan three or more events per year through 1995, and provide brief reports of activities.

When the application is approved, your community will receive an official commemorative flag, authorization to use the 50th anniversary logo, a recognition certificate, informational and educational resources including maps, posters, fact sheets, and chronologies, and a subscription to the quarterly newsletter "World War II Dispatch."

The possibilities for activities are limitless. A few suggestions:

➤ Plan a recycling drive — recycling began during WWII.

➤ Sponsor a school band concert featuring music of the 1940s.

➤ Plant a "victory garden."

➤ Interview a World War II veteran.

There are now more than 2,500 Commemorative Communities nationwide. Why not add your school, class, or organization to the list?

For an application, contact Commemorative Communities, WWII Commemoration Committee, 1213 Jefferson Davis Highway, #702, Crystal City, VA 22202-4303.

IN THE CLASSROOM

Toward Inclusive Classrooms

With help from NEA and other organizations, educators are working to develop a consensus on how to successfully integrate students with special needs.

Virginia teacher Martha Ann Stallings works with Peter, a student with Down's Syndrome. The story of how Peter was successfully integrated into Stallings' third grade classroom became an HBO special, "Educating Peter."

"There may be no single educational innovation that has been as poorly implemented as the inclusion of students who have special needs in regular classrooms," declared NEA President Keith Geiger at a recent meeting of nine national education organizations convened on the topic.

To try to provide national guidance on how to do it right, NEA joined forces with the other organizations. As a first step, the coalition selected 12 schools that are attempting to successfully integrate students with disabilities in their regular classrooms.

Staff members from the 12 schools met in Washington, D.C. in March to share their experiences and to begin gathering a set of "principles of good practice" for students with disabilities.

Among those attending was NEA member Craig Nelson, president of California's San Ramon Valley Education Association (SRVEA). San Ramon's Goldenview Elementary School practices full inclusion, including integrating severely mentally disabled students into the regular education program.

While district staff and teachers developed the five-year inclusion plan, SRVEA developed contract language to ensure teachers involved are provided with the support services they need.

Those services include release time for workshops on inclusion and help with lesson plans and teaching strategies from an inclusion specialist.

"It's extremely important to have these provisions in the contract," Nelson says, "because, left to its own devices, a district may not provide them."

The issue of inclusion has aroused considerable controversy among educators throughout the country. To promote discussion, Geiger appointed an ad hoc, special committee on inclusion in 1993.

Made up of teachers, support personnel, and Association leaders, the committee met several times to draft proposed policy guidelines on the topic.

The draft will be presented to the NEA Board of Directors this spring and will become organizational policy if the NEA Representative Assembly approves it in July.

"When inclusion is done appropriately," NEA's Geiger told staff from the 12 selected schools, "it's a rewarding experience for everyone.

"But when students with severe emotional, medical, or learning needs are placed in a regular classroom without considering their individual needs, necessary resources, and the conditions of teaching and learning," Geiger said, "it's another story.

"This kind of 'inclusion' is inappropriate and educationally harmful."

—Victoria Lytle

Teacher-To-Teacher

Educators have a lot to say about what works—and what doesn't—when trying to include students with disabilities in regular classrooms. For guidance from some who've been there, read *Toward Inclusive Classrooms*, a new book in NEA's Teacher-To-Teacher series. The 96-page book is published by the NEA Professional Library and costs $9.95. For ordering information, call 800/229-4200.

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LOOKING AHEAD TO RETIREMENT

JOINING NEA-RETIRED: BEWARE OF LOOK-ALIKE GROUPS

Here's a riddle for you: When are you not a member of NEA-Retired even though you've joined a retired group that says it's part of the NEA?

Retired teacher Charles Maio of Omaha, Nebraska, answers from personal experience: It's when you join an organization that's misrepresented itself.

Maio, a long-time Association activist, became a charter member of NEA-Retired 10 years ago, before he left teaching. Then, when he retired a few years later, he was invited to a dinner meeting of the Omaha Retired Teachers Association.

Along with the invitation, came a brochure soliciting his membership in a national organization—the National Retired Teachers Association. The brochure stated that NRTA and its local chapters were affiliated with several organizations, including the NEA, so Maio joined.

"I'd been an NEA activist for many years," says Maio, "and I saw this as a way of maintaining my ties with the profession on a local level."

So what's wrong with this picture? In fact, NRTA and its local affiliates are not affiliated with the NEA. Rather, the organization is an arm of the American Association of Retired Persons.

It's true that at one time NRTA was affiliated with NEA—and it may have been when Maio joined several years ago—but that's no longer the case.

Regardless, NRTA's promotional brochures in many areas—including Omaha—continue to state that the organization is affiliated with the NEA. Retirees like Maio had no reason to believe otherwise.

Just recently, Maio learned the truth when he received a letter from the NEA inviting him to join the NEA-R local chapter in Omaha.

"All this time," says Maio, "I thought I did belong to a local NEA-R chapter. Then I learned that's not true. This news came as a real shock to me."

Nebraska State Education Association Executive Director Jim Griess says—and Maio well knows—that those most likely to be confused aren't new retirees, but those who've already retired.

"We alert pre-retirees to the situation through the NSEA publication," he says. "But many folks who've been retired and active for years in local NRTA chapters assume it's still part of the NEA."

To clarify the situation, NSEA sent letters to members of local NRTA chapters, inviting them to NEA-R meetings.

Similar problems resulting from NRTA misrepresenting itself have popped up in Kansas. Staff member Mary Lou Maritt explains that, as in Nebraska, many retirees joined NRTA local chapters before NEA-Retired organized.

"And there's no problem with this," says Maritt. "The problem is that NRTA is passing itself off as an NEA affiliate—and it's not. Many teachers join because they believe what NRTA is saying. And that's when the confusion starts."

Charles Maio knows all too well what she means.

—Diane Dismuke

Stephen Humbert

Retired teacher Agnes Chavez is a member of NEA-Retired, the only retiree group associated with NEA. Other retired educators have been misled into joining retiree groups that aren't NEA affiliated. Make sure you get the real thing.

NEA-R Membership on the Rise

	Total	Increase		Total	Increase
1986:	73,451	14,193	*1990:*	105,754	6,950
1987:	84,158	10,707	*1991:*	112,508	6,754
1988:	91,990	7,832	*1992:*	119,638	7,130
1989:	98,804	6,814	*1994:*	132,814	13,176

How To Join NEA-Retired

The easiest way to become a member of NEA-Retired is by contacting your state affiliate. For more information, contact NEA-Retired, Membership and Affiliates, 1201 16th St., N.W., Washington, DC 20036, 202/822-7136.

Life membership in NEA-R is currently available for $100. Many NEA state affiliates also offer life membership.

NEA Retired, the magazine mailed to all NEA-R members.

When you join NEA-R, most states will ask that you join the state affiliate and local chapter as well. What do you get for your membership dues?

First and foremost, you continue your ties with your professional Association. You'll have a voice in developing the Association's positions on issues and its legislative agenda.

NEA-R itself has been in the forefront of health care reform. Staff liaison Mort Mondale, along with leaders from several other groups for older Americans, recently attended a White House meeting with President Clinton.

Membership also affords you the opportunity to maintain relationships with retired educators as well as active school employees. More practical benefits include liability insurance for life members, the Guaranteed Issue Life Insurance plan, NEA Term Life Insurance, Accidental Death and Dismemberment Insurance, Member Care Supplemental Health Plans, NEA Homeowners Insurance, NEA-Retired no-fee credit card, NEA ValueBuilder Annuity, NEA-Sponsored FDIC-Insured Money Market Account, NEA Credit Plan, NEA Magazine Service, NEA Car Rental Program, NEA-Sponsored GoldCertificate CD, NEA Level Premium Term Life Insurance, NEA Three-Way Home Protection Plan, and NEA Line of Credit.

Life members also receive a retirement planning guide, *Planning for the Best Years of Your life.* All members receive the semi-monthly magazine *NEA Retired.*

TRENDS

Parks as Classrooms

They are our national treasures—and national resources. They are our nation's 367 national parks—and they're not just for field trips anymore.

More than 270 of them have some kind of formal educational program that offers everything from study guides to teacher workshops to "traveling trunk" programs that bring parks to you.

One example: Harpers Ferry National Historical Park staff and Jefferson County, West Virginia teachers have worked together to produce a study guide, other print materials, and a tape about John Brown's raid. Every eighth grade teacher in the county received the materials.

For more information about the Parks as Classroom program, contact the National Park Foundation, 1101 17th St., N.W. Suite 1102, Washington, DC 20036, 202/785-4500.

FYI: The first official National Park Week is scheduled for May 22 through 28.

Drive-By Violence...

One of the most insidious forms of violence—the drive-by shooting—is frequent enough in some cities to be viewed as an everyday occurrence. Los Angeles, for instance, in 1991 averaged nearly 49 drive-by shootings per month involving children and adolescents, a recent report reveals.

"In Los Angeles, drive-by shootings are not random events," the report published in a recent issue of the *New England Journal of Medicine* concludes. To prove the point, the study says 71 percent of the youngsters shot were members of street gangs.

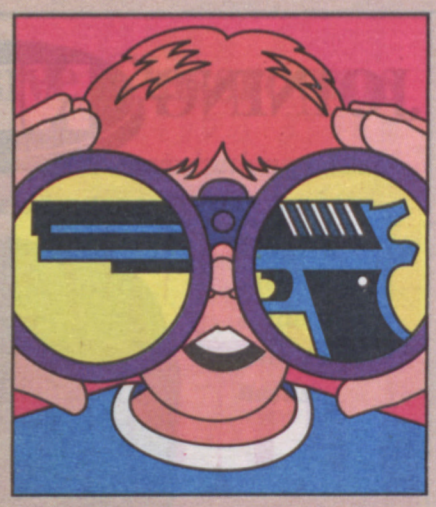
Overall, in 583 drive-by shootings involving kids, 429 youngsters were wounded; 36 died. All the homicide victims were Black or Hispanic; 97 percent were boys.

...And One District's Response

You're a ninth grader who happened to see a kid put a gun in the locker next to yours. What do you do?

If you attend the Memphis City School District, you call a police hotline, report it, and receive a number to keep your identity anonymous. If the tip leads to the confiscation of weapons, you get $50.

Weapon Watch, a program recently instituted by the Memphis city schools, is



believed to be the only hotline of its kind in the country.

Since the program was established in November, more than 500 calls have come in. Some 70 weapons have been reported, leading to the arrest of nearly 70 students.

"I think the program has had an effect and a good effect," Captain William Cox told the *Los Angeles Times*. "I think it is something of the future, something all cities could use. It is here to stay."

Fallout from Fighting

The way parents fight has implications for the behavior problems of their children, according to a three-year study from researchers at the University of Washington.

How'd they draw that conclusion? The researchers studied 56 kids at age five and again at age eight. They asked parents to describe the way they handled conflict, their marital satisfaction, and their child's temperament. When the kids were eight, they asked teachers to describe the children's behavior at school.

Here's what they found: Those whose parents fit the "angry and withdrawn husband with attacking wife" pattern were more likely to be introverted and depressed. Those whose parents fit the "mutually hostile" pattern were more likely to be hyperactive or engage in "antisocial acts."

The kicker: Couple's marital satisfaction had no bearing on children's behavior problems. The only statistically significant predictor, University of Washington psychologists say, was the parents' fighting style.

Remember that the next time your spouse forgets to pick up milk.

Population Fall-Out

Forget earthquakes. Here's an economic aftershock: For the first time in two decades, California's population growth rate lagged behind the growth rate of the nation as a whole. That's quite a departure from the '80s, when California grew twice as fast as the nation.

Between July 1992 and July 1993, California's population increased by just 1 percent, to 31.2 million. Nearly all of that growth—95 percent, to be exact—came from immigrants new to the United States.

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WORKSHOPS

Whole Language Workshop in Las Vegas, July 14, 15. Included 2 books, with ch. by Goodman, Watson, $160, 2 days. 702/645-4487 or write Dr. Brady's Bunch, 4632 San Juan, N. Las Vegas, NV 89030.

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BOOK BEAT

Good Reads: History, Mystery, Movies, and More

Here are a dozen paperback possibilities for your free moments this summer—both fiction and nonfiction, sometimes light but never *lite*.

Let's be arbitrary and divide this year's paperback "good summer reads" into two categories: fast reads and dip'n'reads.

A fast read is a book you'd get through quickly, maybe in only one sitting, such as *In Memory of Junior*, Clyde Edgerton's comic southern novel about grave family matters—including tombstones, what goes on them, who goes under them.

A dip'n'read, on the other hand, is a book that you'd read a lot slower.

One reason might be its structure: say it's a book of short stories, like Robert Olen Butler's *A Good Scent from a Strange Mountain*.

But since Butler's stories about Vietnamese who've settled around New Orleans—ex-colonels, bargirls, teenagers, quiz show contestants—take such unexpected directions, you'll be tempted to turn the whole book into one fast read.

Or it might be a travel memoir. No need to hurry, you'd say, through Susan Allen Toth's *My Love Affair with England*, her account of visits it took her 30 years to make.

Or the reason might be partly physical. You wouldn't want to cart *Marlene Dietrich*, the book, to the beach, for example, because you wouldn't want to get so much as a drop of sunscreen on that luminous cover photo. So you'd put *Marlene* somewhere safe and return to this intimate biography (by her daughter) from time to time.

On the other hand, Gore Vidal's *Screening History*, a 98-page book about movies as flawed but fun history, could go anywhere in purse or pocket, a fast read.

Vidal not only writes history and sees it at the movies, he has also been an insider—son of an FDR appointee, grandson of a U.S. Senator, and Kennedy family insider.

You can read TV newswoman Charlayne Hunter-Gault's autobiographical *In My Place* fast or slow. Either way it's hard to imagine that the young woman who would become the skilled journalist we know now was a civil rights "first" who had to be admitted to the segregated University of Georgia by court order in 1961.

Certainly most murder mystery/ spy stories fall into the "fast-read" category. After all, they pique readers' curiosity, ask "whodunnit," have sympathetic protagonists, and are often set in interesting times and places.

Is Richard Price's novel *Clockers*, set in a New Jersey housing project with a 19-year-old drug dealer as a protagonist, one of them? Unlikely as it may seem, yes, this is a young man you'll care to read about.

Just as you'll care about the Soviet NKVD agent who's the protagonist of Alan Furst's *Dark Star*. In this book, you'll also get the traditionally romantic setting (for espionage) of pre-WWII Berlin and Paris.

In the *The Dutchman*, the whodunnit angle is forgettable, but it's fascinating to learn how accurately New Amsterdam forecast New York. This mystery is set in 1664, the year the British forced Dutch West India Company "boss" Pieter Stuyvesant to cede his colony to England.

Mysteries aren't always about biological corpses. In Robert Boswell's *Mystery Ride*—a metaphor for marriage, the author explains—the corpse is the marriage of the two main characters. The mystery is why it failed, and what that may have had to do with the (apparently) looming breakdown of the couple's teenaged daughter, Dulcie—who has some of the funniest, most hostile dialogue you'll ever want to read.

Given the funny parts, the reader's anxiety about how Dulcie will end up, and speculation about whether the marriage really is dead, *Mystery Ride* is clearly a fast read for some people.

But would anyone consider Thomas Keneally's *Schindler's List*, the novel on which the Steven Spielberg film is based, as a fast read?

It could happen. Despite the fact that it's about the brutality of the Holocaust, *Schindler's List* is also about outwitting and escaping—themes that show human beings displaying themselves at their most courageous and improvisational—and that make for an intense reading experience.

Finally, to prove that social science is a suitable subject for summer, you can make a quick read—if you want—of *The Overworked American* by Harvard economics professor Juliet Schor. Schor investigates the reasons why Americans in recent years haven't taken advantage of productivity gains to work less, but instead have decided to work more and take the money.

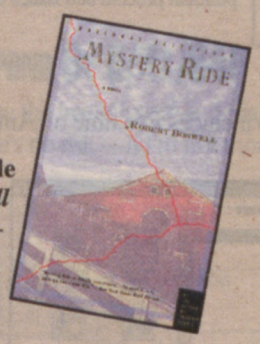
If you're an educator on a 10-month (or less) contract, you may be one of the few Americans to have traded money for time. Enjoy your summer.

—Nancy R. Needham
Book Review Editor

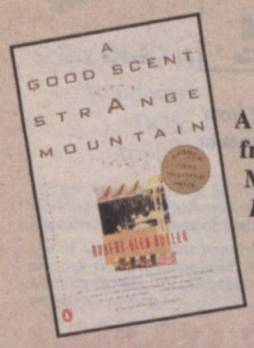
In My Place
Charlayne Hunter-Gault
Vintage.
258 pp. $11.

Screening History
Gore Vidal
Harvard.
98 pp. $9.95.

Marlene Dietrich
Maria Riva
Ballantine.
790 pp. $14.

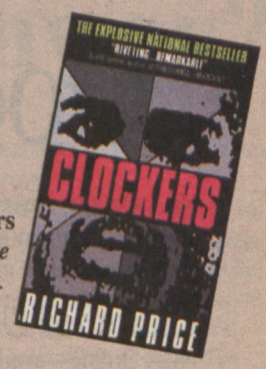


Mystery Ride
Robert Boswell
Harper Perennial. 334 pp.
$12.



A Good Scent from a Strange Mountain
Robert Olen Butler
Penguin.
250 pp. $10.

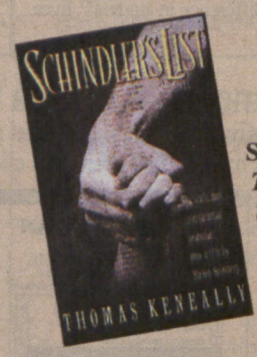
In Memory of Junior
Clyde Edgerton
Ballantine.
232 pp. $5.99.



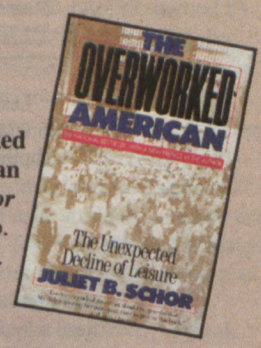
Clockers
Richard Price
Avon. 630 pp.
$5.99.

Dark Star
Alan Furst
St. Martin's.
418 pp. $4.99.

The Dutchman
Maan Meyers
Bantam. 382 pp.
$4.99.



Schindler's List
Thomas Keneally
Simon & Schuster/Touchstone.
396 pp. $12.



The Overworked American
Juliet B. Schor
Basic. 248 pp.
$12.

My Love Affair with England
Susan Allen Toth
Ballantine.
320 pp. $10.

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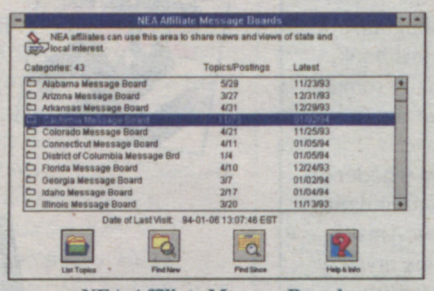
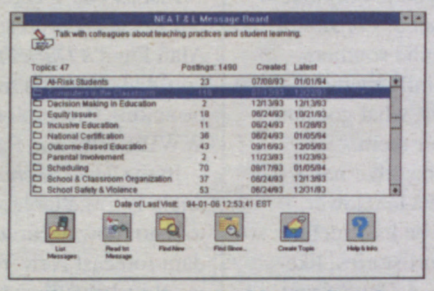

NEA Affiliate Message Boards
NEA affiliates can use this area to share news and views of state and local interest.
Categories: 43
Topics/Postings
Latest
Alabama Message Board 5/29 11/23/93
Arizona Message Board 3/27 12/31/93
Arkansas Message Board 4/31 12/29/93
California Message Board 10/7 01/05/94
Colorado Message Board 4/21 11/25/93
Connecticut Message Board 4/11 01/05/94
District of Columbia Message Brd 1/4 01/05/94
Florida Message Board 4/10 12/24/93
Georgia Message Board 3/7 01/02/94
Idaho Message Board 2/17 01/04/94
Illinois Message Board 3/20 11/13/93
Date of Last Visit: 94-01-06 13:07:46 EST

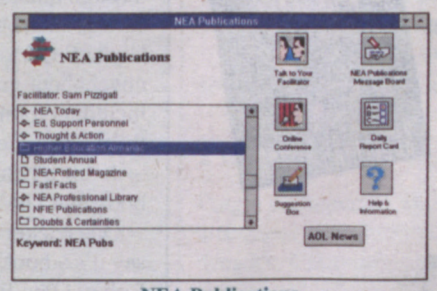
NEA Affiliate Message Boards

Keep current on what's happening in your area; share the news and views of local interest with your colleagues and educators across the nation.


NEA.T.&.L Message Board
Talk with colleagues about teaching practices and student learning.
Topics: 47
Postings: 1490
Created
Latest
At-Risk Students 23 07/08/93 01/01/64
Collaboration in the Classroom 13 12/13/93 1/1/1/93
Decision Making in Education 2 12/13/93 12/13/93
Equity Issues 18 06/24/93 10/21/93
Inclusive Education 11 06/24/93 11/28/93
National Certification 38 06/24/93 01/05/94
Outcome-Based Education 43 09/16/93 12/05/93
Parental Involvement 2 11/23/93 11/23/93
Scheduling 70 08/17/93 01/05/94
School & Classroom Organization 37 06/24/93 12/13/93
School Safety & Violence 53 06/24/93 12/31/93
Date of Last Visit: 94-01-06 12:53:41 EST

Teaching & Learning Message Board

Exchange experiences and insights about teaching practices and student learning.

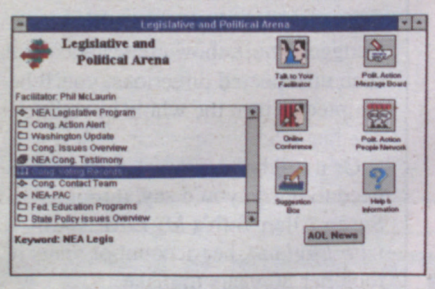


NEA Publications

Search for past articles or favorite pieces from NEA publications, send a letter to the editor, and order a book online.

Grant & Scholarship Opportunities

Tap into the resources you need to make a difference in students' lives.



Legislative & Political Arena

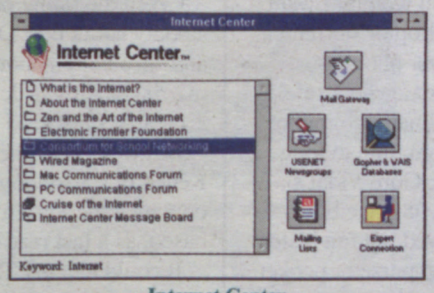
Let your voice be heard, stay informed, check the voting records of your elected representatives, and have an impact on the political process and issues that affect you.

Free Time On America Online

You'll have five free hours your first month to explore *all* the resources of America Online. Plus, your NEA Online membership includes free time on America Online each month. Just point and click with your mouse to access hundreds of services.

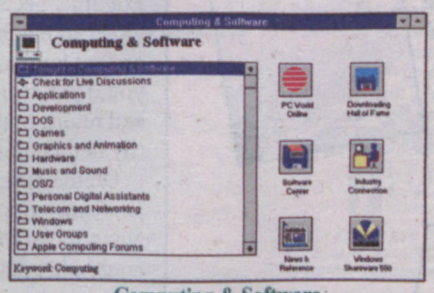
Smithsonian Online

Learn the value of museums and related institutions from the largest museum and research complex in the world. View objects and images, attend online events, and more!



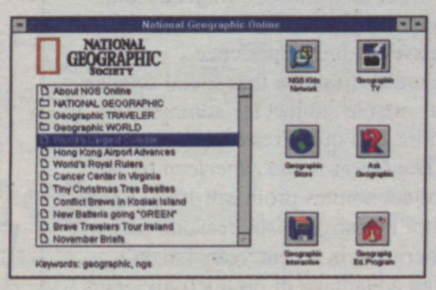
Internet Center

Navigate the Internet with ease. Our new Internet Center puts the vast resources of the Internet right at your fingertips.



Computing & Software

Create your own software library – choose from over 80,000 programs in our software libraries to your disks.



National Geographic Online

Read selections from National Geographic, Traveler, and World magazines. Tap into special areas, including NGS Kids Network, Geographic Interactive, and more.

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Stay on top of the latest business news, sports, financial reports, and stock information from top newswires and leading magazines.

Call 1-800-827-6364, Ext. 9527

to order your FREE software and trial membership, or complete the attached coupon and send it in today!

nea Online
The Communication Network for NEA Members

America Online is available in DOS, Windows, Macintosh, and Apple II platforms.

To use America Online for Windows you must have a 386 PC or higher, 4MB of RAM, a VGA monitor, a mouse, a modem, and a working copy of Windows 3.1. The DOS version of America Online requires a PC/XT or higher, 512K of RAM, a Hercules/EGA monitor or higher, a hard drive, a mouse, and a modem.

Use of America Online requires a major credit card or checking account. Limit one free trial per household.

America Online is a registered service mark of America Online, Inc. Other names are trademarks or service marks of their respective owners.

AMERICA Online

9527/W

ASK DR. HACKER

Ready To Ride the Info Superhighway?

The Information Superhighway. You've been reading about it all year long. This summer, see what the fuss is all about.

Exploring the Information Superhighway is easier than you may think, thanks to NEA Online, the new user-friendly "access ramp" to the superhighway specifically designed for NEA members.

Here's what you need to start your exploring:

➤ A computer—almost any kind—and a mouse.

➤ A modem, a device that connects computers to phone lines and gets you onto the "highway." Many new computers come with modems built in. You can add a modem to your current computer for as little as $30.

➤ Free NEA Online installation software. To get your free software, call the 800 number listed on the NEA Online notice on page 30.

NEA Online is a special electronic network where NEA members can talk with each other and find information on everything from teaching about AIDS to the mysteries of annuities.

The basic NEA Online subscription rate is $5.95 per month. For that rate, you can explore within NEA Online as much as you want. That same $5.95 rate entitles you to one free hour per month on America Online, the nation's fastest-growing electronic information service.

On America Online, you can download computer software, read *Time* and dozens of other magazines before they hit the newsstands, make vacation plans, and take advantage of scores of other services.

America Online offers an "interface" that lets you navigate the Internet—the backbone of the Information Superhighway—without having to use any arcane computer commands.

As a new NEA Online subscriber, you get your first five America Online hours free.

NEA Online also offers an $8.95 subscription rate, which entitles you to unlimited time within NEA Online and five free hours *every month* on America Online. With those hours, you'll have plenty of time to start exploring the Internet.

Where should you start your online exploring? Two tips to get your "cyberspace" summertime off to a fast start:

➤ On NEA Online, check out the Teaching & Learning Message Board. To reach this message board, just click onto NEA Online, then click the Teaching & Learning button on the NEA "departments" screen, then click the T & L Messages button you'll see at the next screen's upper right corner.

➤ On America Online, check out the Learning & Reference area, a rich service that includes everything from lesson plans to offerings from the Smithsonian Institute and the Library of Congress.

The Information Superhighway is still so new that potholes are everywhere. Here are two that are sending NEA member hubcaps flying:

➤ For most NEA members, access to NEA Online and the Information Superhighway is only a local phone call away. But if you live outside the contiguous 48 states—or in some rural areas—you'll have to make a toll call to access NEA Online.

NEA is working, on various political and technical fronts, to reduce these toll charges. Watch *NEA Today* for more information about these efforts.

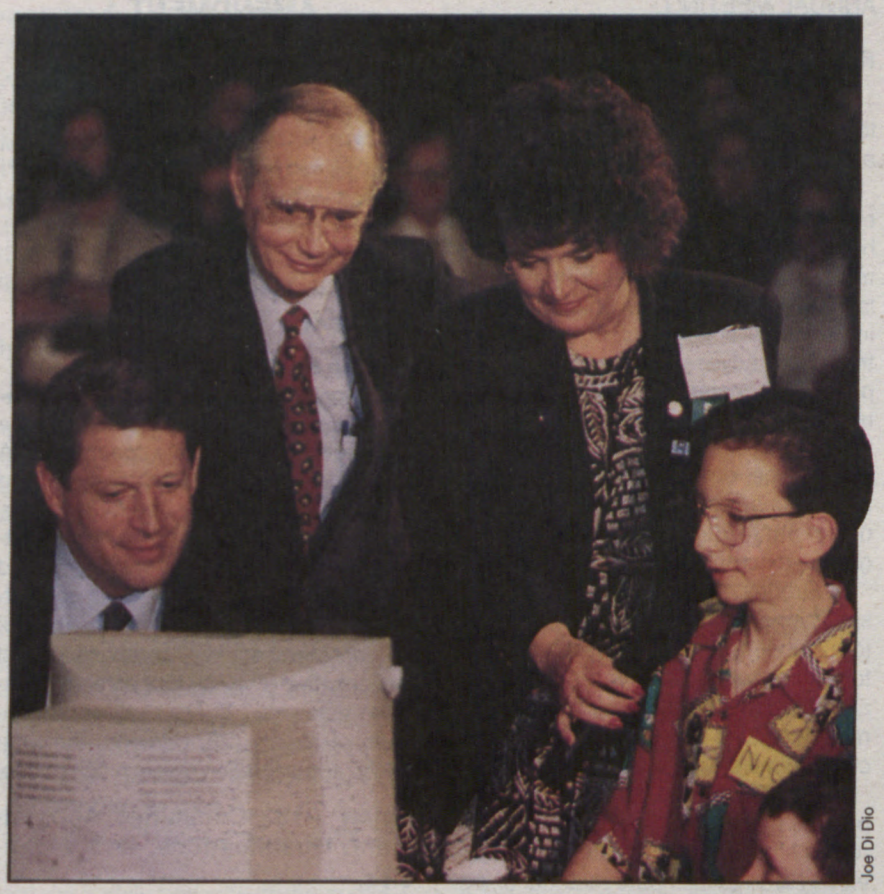
➤ If you're purchasing a new computer this spring, you may find America Online already installed. But the version of America Online that comes with your new computer won't give you access to NEA Online.

NEA Online requires the special free installation software you get when you call the 800 number on page 30.

There is one shortcut. If America Online comes on your new computer, follow these directions to establish your America Online account. Sign on, and then keyword "NEA Public" to enter the NEA Public Forum, an area on America Online that NEA maintains to communicate with the general public.

Once in this area, click "About NEA," then select the "Attention NEA Members" article. Follow the subsequent directions, and you can easily switch into an NEA Online subscription electronically.

Have a great summer!



Joe Di Dio

Vice President Al Gore and Secretary of Education Richard Riley join NEA member Sheryl Abshire from Lake Charles, Louisiana and a student on the computer at the recent NEA technology conference in Albuquerque.

Watching Out For Education

NEA is part of an 85-group coalition looking to make the information highway a smoother road for all electronic users, including schools.

Will the information highway lead to better jobs, education, and opportunities for all Americans, or will limited access, inadequate funding, and poor planning and coordination set up too many roadblocks to success?

That question's just one of the primary challenges faced by the newly formed National Coordinating Committee on Technology in Education and Training (NCC-TET).

The committee includes more than 85 national professional education and training organizations, including NEA, plus government agencies, congressional staff, and business, industry, and trade associations. Its purpose: to focus on how technology can be used to meet the education and training needs of all Americans.

Among the organization's activities: bi-monthly public meetings held in Washington, D.C. to discuss national policy, regular postings of working papers and policy information on America Online, and collaborative efforts to improve education and training technologies.

The committee's already produced its first position paper. Written by NEA researcher John Yrchik and John Cradler, educational technology program director at the FarWest Laboratory for Educational Research and Development, the paper, "The National Information Infrastructure: Requirements for Education and Training," sets up guidelines to shape policy and legislation.

The paper stresses the need for equal and affordable access to technology for private citizens as well as schools, worksites, and cultural institutions; interactive, broadband transmission of data; training and professional development; public and private partnerships for funding; and collaboration among users.

"Access to the National Information Infrastructure for education will determine the haves and have-nots of the next generation," says Dr. Frank Withrow, NCC-TET co-chair.

If you have access to NEA Online, you can get more information on this paper and on NCC-TET. Just check the "Forum on Technology in Education and Training" in America Online's Learning and Reference area.

Tapping Technology

Two Oregon teachers have recently tapped into some new technology, and they're excited about what they've found.

Salem third grade teacher Cindy Okada likes a new pilot project called GALAXY Classroom.

The project uses a satellite owned by Hughes Aircraft, GALAXY's funding source, to put dozens of schools across the country in touch with one another.

"I'd never used this kind of technology before," says Okada. "It's really child-centered, interactive, and motivational."

The program asks students to solve science mysteries, for example, or exchange information about the stories that appear in the language arts segments.

Okada's students, including several hearing-impaired kids, love talking by phone or sending faxes to kids from distant places—the Bronx, for example.

In nearby Corvallis, technology teacher Michael Coffey is trying some new software called Adobe Acrobat.

Coffey says Acrobat allows DOS-formatted documents to be read by MacIntosh machines and Mac documents to be read on IBM-compatible machines.

"That means," says Coffey, "there are fewer problems between the Mac and PC advocates."

Your NEA

National Education Association

Proposed Amendments to the NEA Standing Rules, Constitution, and Bylaws for Vote by the 1994 Representative Assembly

May 1994

This issue of Proposed Amendments to the NEA Standing Rules, Constitution, and Bylaws contains all amendments that have been submitted in accordance with Article IX of the Constitution and Standing Rule 9 no later than 120 days preceding the NEA Annual Meeting. The Representative Assembly will vote on amendments to the Standing Rules by voice vote at the first business meeting, July 3, 1994. Standing Rule Amendments, if adopted, are effective immediately unless otherwise specified. The Assembly will vote on amendments to the Constitution and Bylaws from 8:30 a.m. to 12 noon, July 5, 1994. Amendments will be discussed prior to voting. Amendments to the Constitution and Bylaws become effective on September 1 following their adoption unless otherwise specified. Further information may be obtained from the NEA Governance and Policy Support office, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (telephone 202-822-7195). In the following amendments, deletions are in brackets, and additions are underscored.

NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES

EDITH H. CANNON, *Chairperson*
Massachusetts

RICK HARRIS
Florida

DENISE R. ROCKWELL (WOODS)
California

ELAINE SUDDUTH
South Carolina

TED THOMAS
Ohio

AMENDMENTS TO THE NEA STANDING RULES

STANDING RULE AMENDMENT 1

(Requires a majority vote)

Title: TO DELETE FROM RULE 11.C THE PROVISION THAT THE ASSOCIATION MAY PROHIBIT THE DISTRIBUTION OF MATERIAL OR THE DISSEMINATION OF INFORMATION THAT IS DISRUPTIVE OR OFFENSIVE (I.E., OBSCENE OR IN BAD TASTE).

Rule 11. Distribution of Materials

C. The following rules shall apply to the use of exhibit and fundraising areas at the NEA Annual Meeting:

1. NEA affiliates, delegates, and caucuses shall be permitted to use the exhibit and fundraising areas to distribute material or disseminate information related to the Association's agenda, including material or information that is contrary to or advocates a change in NEA policy. The material distributed or information disseminated may be prepared by the affiliates, delegates, and caucuses themselves, or the affiliates, delegates, and caucuses may distribute material or disseminate information prepared by groups external to the Association.

2. Groups external to the Association shall be permitted to use the exhibit area to distribute material or disseminate information related to the Association's agenda, provided that such material is not contrary to or does not advocate a change in NEA policy.

3. Groups that do not adhere to NEA policies and resolutions on nondiscrimination shall not be permitted to use the exhibit area to distribute material or disseminate information of any kind.

[4. The Association may prohibit the distribution of any material or the dissemination of any information that is disruptive or offensive (i.e., obscene or in bad taste).]

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact person: Linda J. Clifton, Washington

STANDING RULE AMENDMENT 2

(Requires a majority vote)

Title: TO ADD TO RULE 11.C A PROCESS OF REVIEW, ACCEPTANCE AND/OR REJECTION, AND APPEAL COVERING MATERIAL AND INFORMATION FOR DISSEMINATION TO DELEGATES IN THE EXHIBIT AND FUNDRAISING AREAS AT THE NEA ANNUAL MEETING.

Rule 11. Distribution of Materials

C. The following rules shall apply to the use of exhibit and fundraising areas at the NEA Annual Meeting:

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2. Groups external to the Association shall be permitted to use the exhibit area to distribute material or disseminate information related to the Association's agenda, provided that such material is not contrary to or does not advocate a change in NEA policy.

3. Groups that do not adhere to NEA policies and resolutions on nondiscrimination shall not be permitted to use the exhibit area to distribute material or disseminate information of any kind.

4. The Association may prohibit the distribution of any material or the dissemination of any information that is disruptive or offensive (i.e., obscene or in bad taste).

5. The Association's process of review of materials and information, written notification of acceptance and/or rejection, and the appeal by the caucus must be completed thirty (30) days prior to the commencement of the Representative Assembly.

6. Any rejection must be justified by written rationale. If the rationale for rejection is based on complaints from members, those complaints must be in writing, signed, and accessible to the caucus.

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact person: William Carver, South Carolina

AMENDMENTS TO THE NEA CONSTITUTION

AMENDMENT 1

(Requires a 2/3 vote)

Title: TO REDUCE FROM SEVENTY-FIVE (75) TO FIFTY (50) THE REQUIRED PERCENT OF CLASSROOM TEACHERS ON ALL NEA COMMITTEES EXCEPT THE ADVISORY COMMITTEE OF STUDENT MEMBERS.

Article III. Representative Assembly

Section 6. Committees.

All appointive bodies of the Association except the Review Board shall be designated by the term *committee.* A Committee on Constitution, Bylaws, and Rules shall be established by the Representative Assembly. All other committees shall be established or discontinued as provided in the Bylaws. All committees except the Advisory Committee of Student Members shall comprise at least [seventy-five (75)] fifty (50) percent classroom teachers. There shall be a minimum of twenty (20) percent ethnic-minority representation on each committee.

Bylaw 3-13. Committee Appointment, Qualifications, and Vacancies.

b. Absence of a member from two (2) consecutive meetings shall constitute resignation. A member shall vacate the seat held if a change in the member's educational position shall violate the constitutional requirement for at least [seventy-five (75)] fifty (50) percent classroom teacher committee membership. Each vacancy on a standing committee shall be filled for the remainder of the term.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)

Contact person: Wayne Ellis, Virginia

AMENDMENT 2

(Requires a 2/3 vote)

Title: TO EXPAND THE NEA EXECUTIVE COMMITTEE FROM NINE (9) TO FIFTEEN (15) MEMBERS, INCLUDING THE THREE (3) EXECUTIVE OFFICERS AND TWELVE (12) REGIONAL EXECUTIVE COMMITTEE MEMBERS; TO PROVIDE THAT TWO (2) MEMBERS SHALL BE ELECTED TO REPRESENT EACH OF SIX (6) NEA REGIONS DEFINED BY THE BOARD OF DIRECTORS; AND TO SPECIFY THAT THE REGIONAL EXECUTIVE COMMITTEE MEMBERS SHALL BE ELECTED BY REGIONAL DELEGATES TO THE NEA REPRESENTATIVE ASSEMBLY, PROVIDED THAT NO MORE THAN ONE (1) REGIONAL EXECUTIVE COMMITTEE MEMBER MAY BE FROM THE SAME STATE OR OTHER COMPARABLE ENTITY DEFINED BY THE BOARD OF DIRECTORS.

Article VI. Executive Committee

Section 1. Composition.

The Executive Committee shall consist of the three (3) executive officers and [six (6)] twelve (12) regional members who shall be officers of the Association.

a. The executive officers [and the six (6) members of the Executive Committee] shall be nominated and elected at large by the Representative Assembly by majority vote and by secret ballot for each individual office.

(New section b)

b. The twelve (12) regional members of the Executive Committee shall be nominated and elected on a regional basis by the Representative Assembly by majority vote and by secret ballot for each individual office. There shall be six (6) regions designated as follows: Pacific, Western, Midwestern, Southeastern, Mid-Atlantic, and Northeastern. The composition of the six (6) regions shall be defined by the Board of Directors. There shall be two (2) regional Executive Committee members from each region, and they shall be nominated and elected by the delegates from the respective regions, provided, however, that no more than one (1) regional Executive Committee member may be from the same state or other comparable entity defined by the Board of Directors.

(Reletter current b and c as c and d.)

Bylaw 6. Executive Committee

6-1. Election.

a. The Executive Committee shall consist of [nine (9)] fifteen (15) members:

PROPOSED AMENDMENTS

President, Vice-President, Secretary-Treasurer, and [six (6)] twelve (12) members elected [at large] on a regional basis by the Representative Assembly. [Two (2) of the six (6) at-large] Four (4) of the twelve (12) regional members shall be elected each year. The four (4) regional members elected in any year shall be from different regions.

(Reletter subsequent sections.)

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)

Contact person: Dennis Testa, New Jersey

AMENDMENTS TO THE NEA BYLAWS

AMENDMENT 3

(Requires a majority vote)

Title: TO PROVIDE THAT THE REPRESENTATIVE ASSEMBLY ANNUALLY SHALL VOTE WHETHER TO RETAIN ACTIVE MEMBERSHIP DUES AT THE LEVEL OF THE CURRENT YEAR OR WHETHER TO APPLY THE FORMULA SET FORTH IN BYLAW 2-7.a FOR THE FISCAL YEAR BEGINNING SEPTEMBER 1 FOLLOWING THE NEXT REPRESENTATIVE ASSEMBLY.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members engaged in or on limited leave of absence from professional educational employment shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research. The Representative Assembly annually will determine either to hold at the current level of dues or apply the above formula for the fiscal year beginning September 1 following the next Representative Assembly.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)

Contact person: Fran Dixon, Florida

AMENDMENT 4

(Requires a majority vote)

Title: TO DELETE THE RESTRICTION THAT ONLY LOCAL AFFILIATES ENTITLED TO FEWER THAN TEN (10) DELEGATES MAY CLUSTER FOR CATEGORY 2 DELEGATE REPRESENTATION IN THE NEA REPRESENTATIVE ASSEMBLY.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates

j. Allocation for category 2 delegates in local units which have all-inclusive membership shall allow for clustering with category 2 members from other local units. [Clustering shall be permitted only when allocation of local unit category 2 delegates includes fewer than ten (10) delegates.] In such local units, category 2 members shall not be counted in the allocation for category 1 delegates. Delegates for clustered category 2 members shall be based on the ratio of 1:150. This section shall apply only in those states where the state affiliate has determined that it shall be applicable.

Submitted in accordance with the Constitution, Article IX, Section I.c. (by at least two state delegations)

Contact persons: Cheryl Sarvis, Georgia, and Josephine L. Harris, North Carolina

AMENDMENT 5

(Requires a majority vote)

Title: TO PROVIDE THAT A PERSON PERFORMING ADMINISTRATIVE DUTIES ACCORDING TO PERSONNEL CONTRACT, JOB DESCRIPTION, AND/OR SALARY SCHEDULE WHO IS NOT RESPONSIBLE FOR EVALUATING, HIRING, TRANSFERRING, DISCIPLINING, DISMISSING, OR DIRECTING EMPLOYEES ON A CONTINUING BASIS SHALL BE DEFINED AS A SUPERVISOR OR ADMINISTRATOR.

Bylaw 12. Definitions

12-1. Definitions of Terms.

As used in the Charter, the Constitution, these Bylaws, and the Standing Rules, the Association adopts and adheres to the following definitions of terms.

a. through d. No change.

e. Supervisor and Administrator: Supervisor and administrator shall mean any person who has continuing authority to hire, evaluate, transfer, discipline, dismiss, or otherwise direct employees or to effectively recommend any of the aforesaid actions. A person shall not be deemed a supervisor or administrator: (i) if the exercise of such authority is routine or clerical in nature and does not call for the exercise of independent judgment; (ii) solely because of the authority that he or she exercises in regard to a secretary, aide, or other employee specifically assigned to assist him or her; or (iii) solely because he or she participates in a peer review program or other program which involves said person on an occasional basis in the evaluation of employees. A person performing administrative duties according to personnel contract, job description, and/or salary schedule and who is not responsible for evaluating, hiring, transferring, disciplining, dismissing, or directing employees on a continuing basis, is also defined as a supervisor and administrator.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)

Contact person: Josephine L. Harris, North Carolina

RA Delegates To Elect Leaders

Delegates to the 1994 Representative Assembly, July 3-6, in New Orleans, Louisiana, will elect an NEA secretary-treasurer and two members of the NEA Executive Committee. All three officers will serve three-year terms beginning September 1, 1994.

The following candidates filed for office and submitted statements by April 1. Candidates for each office appear in the order in which they filed for office.

For Secretary-Treasurer

Marilyn Monahan

An effective leader today must provide vision and leadership for the next century. Since my 1990 election as NEA Secretary-Treasurer, I have—

- Advocated Association positions nationwide.
- Chaired the Equity and Ethnic Harmony Committee, charged with promoting greater understanding among members.
- Testified before Congress on educational issues.
- Rallied with members nationwide on behalf of public education.

As the 21st century nears, NEA must continue to address the crucial issues before us. Public education is under siege, and NEA must lead in confronting those who would have us abandon our historical commitment to quality education for all children.

At the same time, NEA leaders must advocate for increased school funding, meaningful education reform, greater member involvement, and expansion of human and civil rights. Working together, we can advance our goals.

For Executive Committee (TWO SEATS)

Marilyn Cross

Executive Committee candidate Marilyn Cross has spent her professional life as classroom teacher, Association leader, and advocate. While teaching mathematics, Marilyn received the Presidential Excellence in Teaching award.

Her Association experience includes volunteer and elected service, from local bargaining chair to three-term state president.

During Marilyn's presidency, the Ohio Education Association has increased membership from 95,000 to 111,000. She regularly addresses legislative and congressional panels, representing education employees.

Marilyn believes public education and its employees are under assault by the misguided and misinformed. She says the arena of battle for the soul of public education is moving from the state to national level.

"A strong NEA is critical to our success. Together we can educate the misinformed and defeat the misguided," Marilyn says.

Wayne Bauman

A battle to preserve public education is being fought at national, state, and local levels. NEA can provide the leadership, support, and resources to effectively deal with the opponents of public education whether they come under the guise of tuition tax credits/vouchers, attacks on academic freedom, or tactics of the Radical Right.

Having strong leaders in our national, state, and local associations enables us to set the future educational agenda that will preserve, protect, and enhance public education, giving a voice to those who are counting on us, our students.

Our challenges are great, but our opportunities are boundless as we position ourselves to fashion a world-class education system for the 21st century. Working together, we in NEA can face the future with renewed commitment and enthusiasm.

Sid Johnson

This is an exciting, auspicious time for the NEA and its members. The national administration has had over a year to put its apparatus in place to make a difference in public education. The NEA likewise has had its time to adjust to that system. It is now time for us to capitalize on our past successes.

Internally, we have adopted and funded our strategic objectives. These actions have left us more focused. Both these external and internal changes have positioned us to be successful. With proposed restructuring in our schools, proposed national certification procedures, and proposed affiliation decisions facing us, the NEA must not only be ready but proactive if our members' rights are to be protected. We can't let our members down!

Dennis Van Roekel

My last three years on the NEA Executive Committee and my 26 years as a classroom teacher have taught me that our energy as an organization is derived from our mission to promote quality public education, expand employee rights, and advocate for human and civil rights.

Never has the need been greater to bind NEA resources into a cohesive prekindergarten-through-adult program with a unity of direction unequaled in the past.

NEA must define a common vision for America's children and for public education. NEA must lead the movement to restructure schools so that they are educator-driven and student-responsive. We must demand a discrimination-free workplace, respect for our profession, and economic rights for educational employees. Our vision and our dreams can and must become a reality.

Letters

Fighting Bias

Your article on sexual harassment was excellent ("Flirting or Hurting? April). However, high school students aren't the only ones involved. In the three years I've been teaching kindergarten, I've seen students kissing and hugging each other, sneaking into the bathroom together, calling each other lewd names (that they couldn't even define), boys looking up girls' skirts, girls pulling down boys' pants, and, of course, boys chasing girls during recess.

Our society puts children into gender roles from birth, and it's a challenge to create a fair and equal classroom. There are things teachers can do, though, that I think can help a great deal.

First, we should never separate or group children by gender. Second, we should praise both boys and girls for their accomplishments, not for superficial traits.

Third, we should not choose only boys to help when it's time to carry boxes or move furniture.

Lastly, as teachers, we should try to group children in heterogeneous cooperative learning groups to further positive feelings and respect between genders.

Thanks for an excellent and informative publication.

Sarah Hudson
San Francisco, California

Tolerance?

I'm appalled that Sandra Tolzda comments about love of self and others when, at the same time, she condemns gay youth to merely tolerance, not acceptance (Letters, April.)

Tolerance is a side glance, a condescending smile, whispers and snickers, and we 'hate the sin but not the sinner' alienation. Our family knows it well.

I'm a special ed teacher and have two sons, 28 and 30 years old. One of them is gay. He knew he had a crush on one boy when he was in first grade, and he was very aware of it by the time he was 8 years old.

I could tell you with certainty that this wasn't a choice. My only regret as a parent is I wasn't educated enough at that time to protect him from teachers like you.

Many homosexual people become aware of their feelings by first and second grade though they're not sure what these emotions mean. And some children come from homes where one or both parents are gay. They need to know they are accepted, not merely tolerated.

Years ago we discovered that it is damaging to try to change left-handed children into right-handed children. You can't change what is inside of a child without destroying something vital in the process.

Bonnie Froelich
Idyllwild, California

More On Guns

Fighting School Violence Means Taking on Guns," (Cover story, March) didn't cover the main reason why some students carry weapons or guns to school.

It's because bullies and troublemakers are tolerated and permitted to torment students and teachers. Virtually no steps are taken by administrators to throw the bums out and place them in a maximum security school with their own kind.

As a result, physically weaker students who feel exposed to danger and know that they are not getting any protection take matters into their own hands and bring "equalizers" to school. Remove that main reason, and most of the weapons will disappear.

Frank O. Dolezal
San Jose, California

Your cover story on guns addresses part of the problem. But you've left out any mention of the millions of people (perhaps 99.44 percent of us) who act responsibly and raise their children to do the same with anything that requires education and discipline—including guns.

Tradition, common sense, and the law dictate keeping guns out the hands of children, the incompetent, and criminals. We have gun locks and safes. We keep guns and ammunition separated when not under controlled use. We don't point guns in unsafe directions—like the teen on your cover did.

There already are effective firearms safety programs in this country. If you need one, call on the NRA. There's no need to reinvent such a course. Perhaps it's time to make such classes mandatory, just like we mandate alcohol and drug abuse training and sex education.

John Student
Los Angeles, California

I realize that the size of our membership makes the NEA a tempting "bully pulpit" for the espousing of causes. Unfortunately, many of us see the causes taken up and advocated by an increasingly politically-intrusive national leadership as distractions from the single advocacy issue on which we all do agree: excellence in education. Get back on track and leave off the partisan political cheerleading.

Don Kaag
Moscow, Idaho

Don't Hold Back

Pam Walkup is correct in saying that retention is harmful (Debate, March). The first thing students say to me when they enter my sophomore English classroom is "hello" and, if the student has been retained, "I'm stupid. I flunked a grade."

As a 28-year veteran of public teaching, I have never seen a child who was retained in high school succeed. And I know the strain of grade school retention is deadly.

Rosemary Eismann
Livingston, California

Artists Galore

Thank you very much for mentioning our ABC Artists Program (People, February). We have received inquiries from more than 400 teachers. There's a great network of caring and sharing teachers across our country.

Many writers cheered us for our efforts and shared anecdotes about their situations. A sixth grade teacher took the time to write up and share 2 1/2 pages of her integrated curriculum.

But the ultimate response was a postcard from an Air Force reader who told us to keep up the good work so that future generations won't feel so ignorant when they get the chance to visit the great museums in Europe.

This has been a wonderful experience for us. Thank you, NEA!

Martyna Bellessis
Bloomington, Indiana

Hands Off?

While reading "Should You Ever Touch a Student?" (Debate, February), I began to get a horrifying picture of the future of the teaching profession. Are we really heading for a tomorrow in which the teacher must stay isolated from the students for fear that any sign of caring might be interpreted as a threat?

Barrie Beth Hansen's argument seemed to paint a picture of the future that even George Orwell would deem too much.

I can't help but feel that a "hands off" approach will lead to the undermining of all the reforms being brought about in the profession daily. In a time when it has become apparent that most students lack the self-esteem necessary to succeed, it's appalling to think that we must now avoid contact at all costs. How are we to build self-esteem when we avoid contact with students like the plague?

In my very brief experience in the classroom, many students have voluntarily come to me and hugged me. I now wonder how I would respond to such actions in the future envisioned by Hansen. I'm sorry, but I just cannot see myself pushing a child away. I cannot teach if my hands are tied.

Brian Ross
Mt. Berry, Georgia

Not A Hacker

I'm saddened and disgusted with the name you have given your new column, "Ask Dr. Hacker." I cannot believe that an organization trying to promote the use of computer technology would use such a thoughtless title.

This title implies that hacking is an accepted practice in the computer community. Folks, nothing could be further from the truth. If we were playing golf, then I could see the analogy of a hacker being useful as it would refer to someone with basic skills.

I must admit that "Dr. Hacker" is a catchy name but, couldn't we call the column "Dr. Byte" or some other innocuous name?

John Parker
Marble, North Carolina

Taxed At Home

Senior citizens probably vote against school issues in their retirement communities because those schools weren't the ones their children attended (Cover story, February).

If there were some way they could pay school taxes to the communities where they raised their children instead of their retirement communities, they might see the need for school issues.

Phoebe Hoffman
Clio, South Carolina

New Shoes

I read with interest the article by Kathy Megyeri ("Then and Now," Sounding Board, March). I'm a new teacher working on my first assignment. I just recently finished the rigors of student teaching and substitute teaching. I, too, hope that I'm enthusiastic, confident, idealistic, and optimistic. I, too, hope that I can make a difference.

However, there is a difference between Ms. Megyeri's student teachers and myself. I'm over 40 years old. This is my fourth major job change since my twenties. I have gray hair and wear "comfortable" shoes.

In my class at the University of Washington, I was not the oldest student returning to school to obtain a teacher's certificate. The average age of our class was probably 35.

It was heartening to see people from a variety of backgrounds and experiences entering the education field. I believe we bring an amazing array of talents as a group.

Alice O'Grady
Kirkland, Washington

Peer Tutoring

I disagree with the letters (February) suggesting that detracking and cooperative learning hold back brighter students. It wasn't true for me.

In the 1969-70 school year, I was in AP algebra at Jackson High in South Bend, Indiana. I admit it: I goofed off, having never really been challenged by my prior classes. Though my grades were acceptable at the end, I was demoted to a "regular" geometry class.

That could have been a horror story, for boredom was my nemesis. However, in my case, it turned out to be a fortunate move. One of my fellow students was a popular and attractive girl struggling to make the grade. I was asked to help her out.

By doing so, I not only learned more myself about geometry (you must know a subject before you teach it) but raised her to an *A* in the class.

There's nothing I'm more proud of in my life than her thank-you note penned into my yearbook.

Obviously, not all detracking works this well. Care must be taken to avoid situations detrimental to both students. However, there are also great potential benefits.

Brent Yaciw
Tallahassee, Florida

Still Debating

I teach first grade, and if I have to teach my little cherubs about the sexual habits of a few families (Debate, December), I will quit.

We aren't interested in parents' bedroom habits. Public education is in plenty of trouble. Let's not make more.

Betsy Peter
Milwaukee, Wisconsin

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- By FAX: 202/822-7206
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- By NEA Online: Sign on to NEA Online and keyword to *NEA Today*. For information about subscribing to NEA Online, see page 30.

Debate

YES

Has Integration Failed?

NO

Linda Flowers is a first grade teacher at Parish School in Carbondale, Illinois, where she's taught for 14 years. She's chair of the Illinois Education Association's Minority Involvement and Concerns Committee and president of the Carbondale Branch of the NAACP.

Kip Mitchell has taught for 22 years in the Pinellas County (Florida) Schools—the last 18 at Bay Point School in St. Petersburg. A member of Pinellas CTA/PESPA, she has served as District V Director, member-lobbyist, and member of the PAC, GR, and Election committees.

In spite of advances for African Americans since the era of the civil rights movement, integrated schools have not meant high quality education for many African-American students.

Since so-called integration—in reality *desegregation*—a disproportionate number of children of color are failing in our schools; African-American students are bused out of their neighborhoods at a higher rate than their white counterparts; and the number of African-American teachers has decreased substantially, depriving African-American students of mentors and role models.

What's more, African-American educators and communities have lost some influence that they had in segregated schools. Consequently, African-American input into curriculum and policy making and proportional representation in educational programs has been limited.

The 1954 *Brown v. Board of Education* decision ruled that in public education, the doctrine of "separate but equal" was inherently unequal and unconstitutional. At the root was the belief that integration would equalize educational facilities, resources, and opportunities.

Brown v. Board of Education changed the law, but it didn't change values, beliefs, and attitudes, which have resulted in the resegregation of schools or classes and in educational practices that perpetuate inequality.

These practices include—but aren't limited to—ability grouping, tracking, special education labels, low teacher expectations, misuse of tests to rank and place students, lack of culturally diverse education staff, lack of a multicultural curriculum, lack of teacher education in multiculturalism, and culturally insensitive psychological and physical school and classroom environments.

Some proof: the Quality Education for Minorities Project reported that, on the average, African-American students make up 16 percent of the total school population but 31 percent of corporal punishment cases, 25 percent of student suspensions, 35 percent of educable mentally retarded classifications—and only 8 percent of gifted and talented. Similar statistics were reported for Hispanic and Native American students.

These and other statistics (e.g., the increase in school violence, the large proportion of prisoners who are uneducated ethnic minority persons) are proof that integration is failing children of color.

One argument frequently put forth for integration is that it provides the opportunity to meet and interact with persons of different cultures. But if schools aren't places where students can get to know, like, and respect themselves, it's not only disadvantageous for them to interact with others, it's often a detriment to them and to the others.

When I went through the Chicago public school system in the 1960s and '70s, my schools were all-Black. But I developed an appreciation of myself, my abilities, and my race that were crucial to my success in an integrated college.

In my opinion, educators today are too preoccupied with being nonracist to give consideration to fairness and equality.

For example, many white teachers say, "I don't see Black and white kids, I see kids." They think to be nonracist or fair is to be colorblind.

But kids aren't kids. Black kids are different from white kids in some ways. Educators need to be aware of those differences, accept them, appreciate them, and take them into account when planning and administering educational programs.

These are among the changes desperately needed if we are in fact to reach all students and prepare them to become productive citizens. For, in the words of Malcolm X, "education is the passport to the future, for tomorrow belongs to the people who prepare for it today."

If the question, "Has integration failed?" is taken to mean, "Have we failed to end legal segregation?", then the answer is certainly, "No, we haven't." Schools segregated by law are gone. In that sense, integration has not failed.

An African-American colleague who attended an all-Black school—segregated by law—in Florida in the 1950s reminds us what legal segregation was like.

"At the beginning of the year, we were given handed-down textbooks from the white schools in our district. They had nasty racial slurs written all over them. You expected it, so you had your eraser ready. The transaction always seemed to exemplify the fact that we were second-class citizens."

This practice would not occur today. Not that overt racial slurs don't occur in today's schools, they do. But they no longer bear the stamp of official tolerance—even approval—that was the norm during the era of legal segregation.

But we also must ask: "Have we failed to integrate, that is, equalize, the opportunity to achieve excellence?" Here the answer might be "Yes—so far."

Integration in this sense is a process. But demography and economics are creating a barrier—racially- and ethnically-based social stratification—that can hinder this process's capacity to achieve integration of excellence.

Consider these facts: By the year 2010, 53 percent of Florida's youth will be minority—a large proportion of them, low-income. At the same time, research shows that a student's educational success depends heavily on two variables—parent attitudes toward education and family income.

Add to the mix the fact that the high-paying jobs of the near future seem to demand either college or high-tech vocational training. Unless we do something about it, we'll end up with a society racially segregated—not by law, but by socioeconomics.

My district, the Pinellas County school district—with 122 schools and approximately 95,000 students—has been subject since 1989 to one of the most rigid desegregation orders in the nation. No school may have less than 6 percent nor more than 30 percent African-American students.

But Pinellas is a good example of a system that has moved beyond the integration of "bodies" to make a concerted effort to help all its students achieve excellence.

To achieve racial integration, my K-8 school, Bay Point, offers a magnet program with an emphasis on science, math, foreign language, and technology. Enrollment is decided by lottery.

To achieve excellence, we have programs in place to meet the needs of minority students—cultural diversity training for faculty and staff, the declaration of our school as a "racism-free" zone with ongoing activities and programs, multicultural student committees whose members discuss problems and solutions with administrators, and inclusion of parents and community members on our school improvement and school advisory committees.

That doesn't mean we've solved all our problems, but we have ways to identify and work on them.

Some African Americans are disillusioned about school integration. They cite the erosion of the African-American community's involvement in its own neighborhood schools and the busing of its children to other neighborhoods.

These are problems that the process of integration for excellence must address—making it possible for minority families to be involved in the creation and implementation of the school's mission.

Neither kind of integration—of people or of opportunity—is easy, but let's keep at it. As an educator, I choose the road we're on—always under construction, but headed in the right direction.

On May 17, 1994, the nation celebrates the 40th anniversary of* Brown v. Board of Education, *the U.S. Supreme Court decision that declared racial segregation of schools by law—"separate but equal" education—to be unconstitutional.

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NEA MEMBERS INSURANCE TRUST PLAN
1992 SUMMARY ANNUAL REPORT
(Trust Plan Year Beginning September 1, 1992)

The following is the summary annual report for the NEA Members Insurance Plan including information for the NEA Life Insurance Program, NEA Accidental Death & Dismemberment, and DUES-TAB, Employer Identification Number 52-1126682, for period beginning September 1, 1992, and ending August 31, 1993. The annual report has been filed with the Internal Revenue Service, as required under the Employee Retirement Income Security Act of 1974 (ERISA).

BASIC NEA MEMBERS INSURANCE TRUST FINANCIAL INFORMATION

The value of Trust assets, after subtracting liabilities of the Trust was $70,640,980 as of August 31, 1993, compared to $67,407,621 as of September 1, 1992. During the Trust year, the Trust experienced an increase in its net assets of $3,233,359. This increase includes unrealized appreciation and depreciation in the value of Trust assets; that is, the difference between the value of the Trust assets at the end of the year and the value of the assets at the beginning of the year or the cost of assets acquired during the year. During the Trust year, the Trust had total income of $56,354,114 including participant contributions of $39,266,127, realized gains of $8,593,183 from the sale of assets, and earnings from investments of $5,267,572.

Trust expenses were $52,889,335. These expenses included benefits paid to participants and beneficiaries, administrative and other expenses.

INFORMATION FOR NEA LIFE INSURANCE PROGRAM

The Trust has a contract with The Prudential Insurance Company of America to pay all Life Insurance claims incurred under the terms of this program. The total contributions for the Trust plan year beginning September 1, 1992, and ending August 31, 1993, were $31,177,442.

Because it is a so called "experienced rated" contract, the premium costs are affected by, among other things, the number and size of claims. Of the total contributions made for the Trust year ending August 31, 1993, the contributions made under such "experienced-rated" contract were $31,177,442, and the total of all benefit claims paid under the contract during the Trust year was $27,021,803.

INFORMATION FOR NEA ACCIDENTAL DEATH & DISMEMBERMENT PROGRAM

The Trust has a contract with The Prudential Insurance Company of America to pay all AD&D claims incurred under the terms of the Trust. The total contributions for the Trust year beginning September 1, 1992, and ending August 31, 1993, were $1,696,604.

Because it is a so called "experienced rated" contract, the premium costs are affected by, among other things, the number and size of claims. Of the total contributions made for the Trust year ending August 31, 1993, the contributions made under such "experienced-rated" contract was $1,696,604 and the total of all benefit claims paid under the contract during the Trust year was $1,074,187.

INFORMATION FOR DUES TAB PROGRAM

The Trust has a contract with The Prudential Insurance Company of America to pay all DUES-TAB claims incurred under the terms of the Trust. The total contributions for the Trust year beginning September 1, 1992 and ending August 31, 1993 were $2,250,573.

Of the total contributions made for the Trust year ending August 31, 1993, the contributions made were $2,250,573 and the total of all benefit claims paid under the contract during the Trust year was $1,918,856. Benefits charged, less benefit claims paid, were $128,682 which is comprised of incurred but unreported claims and a pooled claim charge. Trust expenses, less benefit claims paid, were $52,663 in premium taxes and $150,372 in other expenses.

The DUES-TAB program is self-supporting and paid by premiums from the NEA Members Insurance Trust funds rather than from Member contributions.

Additional Information

You have the right to receive a copy of the full annual report, or any part thereof for a reasonable charge or you may inspect the Annual Report without charge at the office of NEA Members Insurance Trust, c/o NEA Member Benefits, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 or at the U.S. Department of Labor in Washington, D.C. You also have the right to receive from the Trust Administrator, on request and at no charge, a statement of the assets and liabilities of the Trust and accompanying notes, or a statement of income and expenses of the Trust and accompanying notes, or both. The Administrator will state the charge of the specific document you request so you can find out the cost before ordering.

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Relationship _____

Gender: (1) ☐ Male (2) ☐ Female

Marital status:

(1) ☐ Single (2) ☐ Married
(3) ☐ Separated, Divorced or Widowed

Are you the major wage earner in your household?

(1) ☐ Yes (2) ☐ No (3) ☐ About the same

Number of children age 22 or younger dependent on you for support:

(0) ☐ 0 (1) ☐ 1 (2) ☐ 2 (3) ☐ 3 (4) ☐ 4 or more

Children's years of birth:

1st child 19 _____ 3rd child 19 _____
2nd child 19 _____ 4th child 19 _____

Which statement best describes your housing situation?

(1) ☐ Rent living quarters
(2) ☐ Own condominium or cooperative
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(4) ☐ Own house
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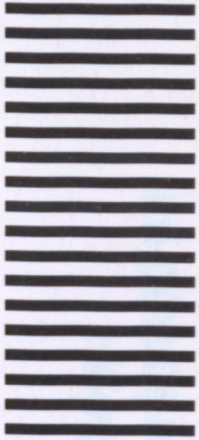

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